

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

## GRADE 3 - LANGUAGE

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher

Tracking:

GRADE 3   ORAL COMMUNICATION	Needs Improvement	Satisfactory	Good	Excellent
<b>OVERALL EXPECTATIONS</b>				
<b>By the end of Grade 3, students will:</b>				
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;				
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;				
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.				
<b>SPECIFIC EXPECTATIONS</b>				
<b>1. Listening to Understand</b>				
<b>By the end of Grade 3, students will:</b>				
Purpose				
1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks (e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference)				
Active Listening Strategies				
1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas)				
Comprehension Strategies				
1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and sketch to clarify understanding of an oral text)				
Demonstrating Understanding				
1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)				
Making Inferences/Interpreting Texts				
1.5 distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker)				
Extending Understanding				
1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class)				
Analysing Texts				
1.7 identify and explain the importance of significant ideas and information in oral texts (e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map)				
Point of View				
1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time)				
Presentation Strategies				
1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., intonation, eye contact)				
<b>2. Speaking to Communicate</b>				
<b>By the end of Grade 3, students will:</b>				
Purpose				
2.1 identify a variety of purposes for speaking (e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups)				
Interactive Strategies				
2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions (e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)				
Clarity and Coherence				

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

<p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report) Appropriate Language</p>	
<p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation) Vocal Skills and Strategies</p>	
<p>2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups) Non-Verbal Cues</p>	
<p>2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning Visual Aids</p>	
<p>2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)</p>	
<p><b>3. Reflecting on Oral Communication Skills and Strategies</b> <b>By the end of Grade 3, students will:</b> Metacognition</p>	
<p>3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking Interconnected Skills</p>	
<p>3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p>	
<b>GRADE 3   READING</b>	
<p><b>OVERALL EXPECTATIONS</b> <b>By the end of Grade 3, students will:</b></p>	
<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p>	
<p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p>	
<p>3. use knowledge of words and cueing systems to read fluently;</p>	
<p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>	
<p><b>SPECIFIC EXPECTATIONS</b> <b>1. Reading for Meaning</b> <b>By the end of Grade 3, students will:</b> Variety of Texts</p>	
<p>1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles)</p>	
<p>Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events) Comprehension Strategies</p>	
<p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text) Demonstrating Understanding</p>	
<p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme) Making Inferences/Interpreting Texts</p>	
<p>1.5 make inferences about texts using stated and implied ideas from the texts as evidence Extending Understanding</p>	
<p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them Analysing Texts</p>	
<p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts (e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps) Responding to and Evaluating Texts</p>	
<p>1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters) Point of View</p>	

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

1.9 identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author)

--	--	--	--

**2. Understanding Form and Style**

**By the end of Grade 3, students will:**

Text Forms

2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., plot development, characters, setting), graphic texts such as a comic book (e.g., speech bubbles, illustrations, captions), and informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)

--	--	--	--

Text Patterns

2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount)

--	--	--	--

Text Features

2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)

--	--	--	--

Elements of Style

2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas - questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement)

--	--	--	--

**3. Reading With Fluency**

**By the end of Grade 3, students will:**

Reading Familiar Words

3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts (e.g., words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas)

--	--	--	--

Reading Unfamiliar Words

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

?semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); i

--	--	--	--

?syntactic (language structure) cues (e.g., word order, language patterns, punctuation); i

--	--	--	--

?graphophonic (phonological and graphic) cues (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words) g

--	--	--	--

Reading Fluently

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression)

--	--	--	--

**4. Reflecting on Reading Skills and Strategies**

**By the end of Grade 3, students will:**

Metacognition

4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

--	--	--	--

Interconnected Skills

4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

--	--	--	--

**GRADE 3 | WRITING**

**OVERALL EXPECTATIONS**

**By the end of Grade 3, students will:**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

--	--	--	--

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

--	--	--	--

3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

--	--	--	--

4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

--	--	--	--

**SPECIFIC EXPECTATIONS**

**1. Developing and Organizing Content**

**By the end of Grade 3, students will:**

Purpose and Audience

1.1 identify the topic, purpose, audience, and form for writing (e.g., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project)

--	--	--	--

Developing Ideas

1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)

--	--	--	--

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

**Research**

1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)

--	--	--	--

**Classifying Ideas**

1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)

--	--	--	--

**Organizing Ideas**

1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order)

--	--	--	--

**Review**

1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary (e.g., discuss the content with a peer or reading buddy; review material using a story map or web)

--	--	--	--

**2. Using Knowledge of Form and Style in Writing**

**By the end of Grade 3, students will:**

**Form**

2.1 write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)

--	--	--	--

**Voice**

2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)

--	--	--	--

**Word Choice**

2.3 use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs)

--	--	--	--

**Sentence Fluency**

2.4 vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)

--	--	--	--

**Point of View**

2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

--	--	--	--

**Preparing for Revision**

2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., a strong opening or "lead"; the clarity of the main idea)

--	--	--	--

**Revision**

2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)

--	--	--	--

**Producing Drafts**

2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

--	--	--	--

**3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively**

**By the end of Grade 3, students will:**

**Spelling Familiar Words**

3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)

--	--	--	--

**Spelling Unfamiliar Words**

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization)

--	--	--	--

**Vocabulary**

3.3 confirm spellings and word meanings or word choice using several different types of resources (e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words)

--	--	--	--

**Punctuation**

3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

--	--	--	--

**Grammar**

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)

--	--	--	--

**Proofreading**

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

<p>3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)</p>	
<p><b>Publishing</b> 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs)</p>	
<p><b>Producing Finished Works</b> 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies</p>	
<p><b>4. Reflecting on Writing Skills and Strategies</b> <b>By the end of Grade 3, students will:</b> Metacognition</p>	
<p>4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)</p>	
<p><b>Interconnected Skills</b> 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p>	
<p><b>Portfolio</b> 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection</p>	
<p><b>GRADE 3   MEDIA LITERACY</b></p>	
<p><b>OVERALL EXPECTATIONS</b> <b>By the end of Grade 3, students will:</b></p>	
<p>1. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	
<p><b>SPECIFIC EXPECTATIONS</b> <b>1. Understanding Media Texts</b> <b>By the end of Grade 3, students will:</b></p>	
<p><b>Purpose and Audience</b> 1.1 identify the purpose and intended audience of some media texts (e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)</p>	
<p><b>Making Inferences/Interpreting Messages</b> 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts (e.g., overt message of toys, clothing, or games associated with movies, television shows, or books: This product is closely connected to the characters you admire in your favourite book; implied message: If you own this product, you will be more closely connected to your favourite book and more like the characters you admire)</p>	
<p><b>Responding to and Evaluating Texts</b> 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important)</p>	
<p><b>Audience Responses</b> 1.4 describe how different audiences might respond to specific media texts (e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions)</p>	
<p><b>Point of View</b> 1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used (e.g., a poster advertising the zoo aimed at younger children might emphasize baby animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals)</p>	
<p><b>Production Perspectives</b> 1.6 identify who produces selected media texts and why those texts are produced (e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money)</p>	
<p><b>2. Understanding Media Forms, Conventions, and Techniques</b> <b>By the end of Grade 3, students will:</b></p>	
<p><b>Form</b> 2.1 identify elements and characteristics of some media forms (e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and "live" action reporting; cartoons use animated drawings of characters, while movies and plays use live actors)</p>	
<p><b>Conventions and Techniques</b> 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words)</p>	
<p><b>3. Creating Media Texts</b></p>	

## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Language

**By the end of Grade 3, students will:**

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a collage of images conveying the mood of a poem to help classmates understand the poem)

Form

--	--	--	--

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a tape-recorded interview to present a classmate's opinion about a favourite show, toy, or game)

Conventions and Techniques

--	--	--	--

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations)

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques


**4. Reflecting on Media Literacy Skills and Strategies**

**By the end of Grade 3, students will:**

Metacognition

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

--	--	--	--

Interconnected Skills

4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

--	--	--	--



## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Math

– add and subtract money amounts, using a variety of tools (e.g., currency manipulatives, drawings), to make simulated purchases and change for amounts up to \$10 (Sample problem: You spent 5 dollars and 75 cents on one item and 10 cents on another item. How much did you spend in total?);

– relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies (e.g., place objects in equal groups, use arrays, write repeated addition or subtraction sentences) (Sample problem: Give a real-life example of when you might need to know that 3 groups of 2 is  $3 \times 2$ );

– multiply to  $7 \times 7$  and divide to  $49 \div 7$ , using a variety of mental strategies (e.g., doubles, doubles plus another set, skip counting).


### Grade 3: Measurement

#### Overall Expectations

##### By the end of Grade 3, students will:

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;
- compare, describe, and order objects, using attributes measured in standard units. Specific Expectations


#### Attributes, Units, and Measurement Sense

##### By the end of Grade 3, students will:

- estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre)
- draw items using a ruler, given specific lengths in centimetres (Sample problem: Draw a pencil that is 5 cm long);


– estimate, read (i.e., using a thermometer), and record positive temperatures to the nearest degree Celsius (i.e., using a number line; using appropriate notation) (Sample problem: Record the temperature outside each day using a thermometer, and compare your measurements with those reported in the daily news.);

– identify benchmarks for freezing, cold, cool, warm, hot, and boiling temperatures as they relate to water and for cold, cool, warm, and hot temperatures as they relate to air (e.g., water freezes at  $0^{\circ}\text{C}$ ; the air temperature on a warm day is about  $20^{\circ}\text{C}$ , but water at  $20^{\circ}\text{C}$  feels cool);

- estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units
- demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring
- choose benchmarks for a kilogram and a litre to help them perform measurement tasks;


– estimate, measure, and record the mass of objects (e.g., can of apple juice, bag of oranges, bag of sand), using the standard unit of the kilogram or parts of a kilogram (e.g., half, quarter);

– estimate, measure, and record the capacity of containers (e.g., juice can, milk bag), using the standard unit of the litre or parts of a litre (e.g., half, quarter).


#### Measurement Relationships

##### By the end of Grade 3, students will:

- compare standard units of length (i.e., centimetre, metre, kilometre) (e.g., centimetres are smaller than metres), and
- estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units
- compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problem-solving contexts;
- compare and order various shapes by area, using congruent shapes (e.g., from a set of pattern blocks or Power Polygons) and grid paper for measuring
- describe, through investigation using grid paper, the relationship between the size of a unit of area and the number of units needed to cover a surface
- compare and order a collection of objects, using standard units of mass (i.e., kilogram) and/or capacity (i.e., litre);
- solve problems involving the relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools (e.g., clocks, calendars, calculators).


### Grade 3: Geometry and Spatial Sense

#### Overall Expectations

##### By the end of Grade 3, students will:

- compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;
- describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures;


## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Math

– identify and describe the locations and movements of shapes and objects.

--	--	--	--

**Specific Expectations**

**Geometric Properties**

**By the end of Grade 3, students will:**

– identify and compare various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties (i.e., number of sides; side lengths; number of interior angles; number of right angles);  
 – compare various angles, using concrete materials and pictorial representations, and describe angles as bigger than, smaller than, or about the same as other angles (e.g., “Two of the angles on the red pattern block are bigger than all the angles on the green pattern block.”);


– compare and sort prisms and pyramids by geometric properties (i.e., number and shape of faces, number of edges, number of vertices), using concrete materials;

– construct rectangular prisms (e.g., using given paper nets; using Polydrons), and describe geometric properties (i.e., number and shape of faces, number of edges, number of vertices) of the prisms.

**Geometric Relationships**

**By the end of Grade 3, students will:**

– solve problems requiring the greatest or least number of two-dimensional shapes (e.g., pattern blocks) needed to compose a larger shape in a variety of ways (e.g., to cover an outline puzzle) (Sample problem: Compose a hexagon using different numbers of smaller shapes.);


– explain the relationships between different types of quadrilaterals (e.g., a square is a rectangle because a square has four sides and four right angles; a rhombus is a parallelogram because opposite sides of a rhombus are parallel);

– identify and describe the two-dimensional shapes that can be found in a three-dimensional figure

– describe and name prisms and pyramids by the shape of their base (e.g., rectangular prism, square-based pyramid);

– identify congruent two-dimensional shapes by manipulating and matching concrete materials (e.g., by translating, reflecting, or rotating pattern blocks).

**Location and Movement**

**By the end of Grade 3, students will:**

– describe movement from one location to another using a grid map (e.g., to get from the swings to the sandbox, move three squares to the right and two squares down);

– identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations (e.g., a slide to the right is a translation; a turn is a rotation);

– complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry


**Grade 3: Patterning and Algebra**

**Overall Expectations**

**By the end of Grade 3, students will:**

– describe, extend, and create a variety of numeric patterns and geometric patterns;  
 – demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.


**Specific Expectations**

**Patterns and Relationships**

**By the end of Grade 3, students will:**

– identify, extend, and create a repeating pattern involving two attributes (e.g., size, colour, orientation, number), using a variety of tools (e.g., pattern blocks, attribute blocks, drawings) (Sample problem: Create a repeating pattern using three colours and two shapes.);


– identify and describe, through investigation, number patterns involving addition, subtraction, and multiplication, represented on a number line, on a calendar, and on a hundreds chart (e.g., the multiples of 9 appear diagonally in a hundreds chart);

– extend repeating, growing, and shrinking number patterns (Sample problem: Write the next three terms in the pattern 4, 8, 12, 16, ....);

– create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words

– represent simple geometric patterns using a number sequence, a number line, or a bar graph (e.g., the given growing pattern of toothpick squares can be represented numerically by the sequence 4, 7, 10, ..., which represents the number of toothpicks used to make each figure);

## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Math

– demonstrate, through investigation, an understanding that a pattern results from repeating an action (e.g., clapping, taking a step forward every second), repeating an operation (e.g., addition, subtraction), using a transformation (e.g., slide, flip, turn), or making some other repeated change to an attribute (e.g., colour, orientation).

--	--	--	--

### Expressions and Equality

**By the end of Grade 3, students will:**

– determine, through investigation, the inverse relationship between addition and subtraction (e.g., since  $4 + 5 = 9$ , then  $9 - 5 = 4$ ; since  $16 - 9 = 7$ , then  $7 + 9 = 16$ );

– determine, the missing number in equations involving addition and subtraction of one- and two-digit numbers, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator)

– identify, through investigation, the properties of zero and one in multiplication (i.e., any number multiplied by zero equals zero; any number multiplied by 1 equals the original number)

– identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers (e.g., “I know that  $17 + 16$  equals  $17 + 3 + 13$ . This is easier to add in my head because I get  $20 + 13 = 33$ .”).


### Grade 3: Data Management and Probability

#### Overall Expectations

**By the end of Grade 3, students will:**

– collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;

– read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs;

– predict and investigate the frequency of a specific outcome in a simple probability experiment.


#### Specific Expectations

##### Overall Expectations

– demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously (Sample problem: Sort a collection of buttons by size, colour, and number of holes.);

– collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject;

– collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2 students)


##### Data Relationships

##### Specific Expectations

– read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data (e.g., “Most of the data are at the high end.”; “All of the data values are different.”);

– interpret and draw conclusions from data presented in charts, tables, and graphs;

– demonstrate an understanding of mode (e.g., “The mode is the value that shows up most often on a graph.”), and identify the mode in a set of data.


##### Probability

**By the end of Grade 3, students will:**

– predict the frequency of an outcome in a simple probability experiment or game (e.g., “I predict that an even number will come up 5 times and an odd number will come up 5 times when I roll a number cube 10 times.”), then perform the experiment, and compare the results with the predictions, using mathematical language;

– demonstrate, through investigation, an understanding of fairness in a game and relate this to the occurrence of equally likely outcomes.


**GRADE 3 - SCIENCE AND TECHNOLOGY**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

**GRADE 3 | UNDERSTANDING LIFE SYSTEMS**

**OVERALL EXPECTATIONS**

**By the end of Grade 3, students will:**

1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;
2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;
3. demonstrate an understanding that plants grow and change and have distinct characteristics.

**SPECIFIC EXPECTATIONS**

**1. Relating Science and Technology to Society and the Environment**

**By the end of Grade 3, students will:**

- 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration (e.g., the point of view of home builders, gardeners, nursery owners, vegetarians), and suggest ways in which humans can protect plants
- 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects

**2. Developing Investigation and Communication Skills**

**By the end of Grade 3, students will:**

- 2.1 follow established safety procedures during science and technology investigations (e.g., avoid touching eyes when handling plants; never taste any part of a plant unless instructed to do so by the teacher)
- 2.2 observe and compare the parts of a variety of plants (e.g., roots of grass, carrot, dandelion; stem of cactus, carnation, tree; leaves of geranium, spider plant, pine tree)
- 2.3 germinate seeds and record similarities and differences as seedlings develop (e.g., plant quick-growing seeds ?nasturtium, morning glory, sunflower, tomato, beet, or radish seeds ?in peat pellets to observe growth) en
- 2.4 investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods (e.g., read a variety of non-fiction texts; interview plant experts; view DVDs or CD-ROMs)
- 2.5 use scientific inquiry/experimentation skills (see page 12), and knowledge acquired from previous investigations, to investigate a variety of ways in which plants meet their basic needs
- 2.6 use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication
- 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., make illustrated entries in a personal science journal to describe plant characteristics and adaptations to harsh environments)

**3. Understanding Basic Concepts**

**By the end of Grade 3, students will:**

- 3.1 describe the basic needs of plants, including air, water, light, warmth, and space
- 3.2 identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment (e.g., the roots soak up food and water for the plant; the stem carries water and food to the rest of the plant; the leaves make food for the plant with help from the sun; the flowers grow fruit and seeds for new plants)

Needs Improvement      Satisfactory      Good      Excellent





## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Science & Tech

3.3 describe the changes that different plants undergo in their life cycles (e.g., some plants grow from bulbs to flowers, and when the flowers die off the bulb produces little bulbs that will bloom the next year; some plants grow from germination of a seed to the production of a fruit containing seeds that are then scattered by humans, animals, or the wind so that new plants can grow)

3.4 describe how most plants get energy to live directly from the sun (e.g., plants turn the energy from the sun into food for themselves) and how plants help other living things to get energy from the sun (e.g., Other living things, which cannot "eat" sunshine, eat the plants to get the energy. They also get energy when they eat the animals that eat the plants.)

3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (e.g., food ?from rice plants; houses for shelter ?from the wood of trees; medicines ?from herbs; clothing ?from cotton plants) he p

3.6 describe ways in which plants and animals depend on each other (e.g., plants provide food for energy; animals help disperse pollen and seeds, and provide manure that fertilizes the soil in which plants grow; plants need the carbon dioxide that animals breathe out, and animals need the oxygen that plants release into the air)

3.7 describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits  
 3.8 identify examples of environmental conditions that may threaten plant and animal survival (e.g., extreme heat and cold; floods and/or droughts; changes in habitat because of human activities such as construction, use of gas-powered personal watercraft on lakes)


### GRADE 3 | UNDERSTANDING STRUCTURES AND MECHANISMS

#### STRONG AND STABLE STRUCTURES

##### OVERALL EXPECTATIONS

**By the end of Grade 3, students will:**

1. assess the importance of form, function, strength, and stability in structures through time;
2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function;
3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.


##### SPECIFIC EXPECTATIONS

#### 1. Relating Science and Technology to Society and the Environment

**By the end of Grade 3, students will:**

1.1 assess effects of strong and stable structures on society and the environment (e.g., reliable load-bearing structures are essential in all areas of life for shelter, transportation, and many other everyday purposes; strong and stable structures can endure for long periods of time and provide a historical record of other societies and cultures; strong and stable structures can be hard to dispose of when their usefulness is ended and may then have a negative effect on the environment)

1.2 assess the environmental impact of structures built by various animals and those built by humans


#### 2. Developing Investigation and Communication Skills

**By the end of Grade 3, students will:**

2.1 follow established safety procedures during science and technology investigations (e.g., carry scissors and other cutting tools in a safe manner)

2.2 investigate, through experimentation, how various materials (e.g., paper and wood) and construction techniques (e.g., folding, adding layers, twisting/braiding, changing shapes) can be used to add strength to structures

2.3 investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures (e.g., the effect of adding one or more struts on the strength of a tower; the effect of adding ties on the strength of a bridge; the effect of adding weight to the base of a tower on the stability of the tower)

2.4 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design and build a strong and stable structure that serves a purpose (e.g., a place to store lunch bags, a place to put wet boots)

2.5 use appropriate science and technology vocabulary, including compression, tension, strut, ties, strength, and stability, in oral and written communication

2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., an oral report to the class on the results of experiments to strengthen materials)


#### 3. Understanding Basic Concepts



## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Science & Tech

2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., give a demonstration to show how a device was constructed and how it performs; use a drawing to illustrate the design alterations needed to improve a device; describe with pictures and/or in writing the steps required to build a device)

--	--	--	--

### 3. Understanding Basic Concepts

**By the end of Grade 3, students will:**

3.1 identify a force as a push or a pull that causes an object to move

3.2 identify different kinds of forces (e.g., gravity ?the force that pulls objects towards the earth; electrostatic force ?the push or pull that happens with charged objects; magnetic force ?the force of a magnet that attracts objects containing iron or nickel) n a

3.3 describe how different forces (e.g., magnetism, muscular force, gravitational force, friction) applied to an object at rest can cause the object to start, stop, attract, repel, or change direction

3.4 explain how forces are exerted through direct contact (e.g., pushing a door, pulling a toy) or through interaction at a distance (e.g., magnetism, gravity)

3.5 identify ways in which forces are used in their daily lives (e.g., magnetism ?fridge magnet; gravity ?a falling ball; friction ?bicycle brakes) m,


## GRADE 3 | UNDERSTANDING EARTH AND SPACE SYSTEMS

### SOILS IN THE ENVIRONMENT

#### OVERALL EXPECTATIONS

**By the end of Grade 3, students will:**

1. assess the impact of soils on society and the environment, and of society and the environment on soils;

2. investigate the composition and characteristics of different soils;

3. demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.


#### SPECIFIC EXPECTATIONS

##### 1. Relating Science and Technology to Society and the Environment

**By the end of Grade 3, students will:**

1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects

1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils


##### 2. Developing Investigation and Communication Skills

**By the end of Grade 3, students will:**

2.1 follow established safety procedures during science and technology investigations (e.g., wash hands after working with soil samples)

2.2 investigate the components of soil (e.g., nonliving things such as pebbles and decaying matter; living things such as organic matter, bacteria, earthworms, and insects), the condition of soil (e.g., wet, dry), and additives found in soil (e.g., pesticides, fertilizers, salt), using a variety of soil samples (e.g., sand, clay, loam) from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used

2.3 use scientific inquiry/experimentation skills (see page 12), and knowledge and skills acquired from previous investigations, to determine which type(s) of soil (e.g., sandy soil, clay soil, loam) will sustain life

2.4 investigate the process of composting, and explain some advantages and disadvantages of composting (e.g., set up a pop-bottle composter in the classroom, and observe what happens over time)

2.5 use appropriate science and technology vocabulary, including clay, sand, loam, pebbles, earth materials, and soil, in oral and written communication


2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., record in words and pictures what happens when soil and water are shaken together in a container; prepare a display comparing the composition of soils from different locations)

### 3. Understanding Basic Concepts

**By the end of Grade 3, students will:**

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Science & Tech

3.1 identify and describe the different types of soils

3.2 identify additives that might be in soil but that cannot always be seen (e.g., pesticides, fertilizers, salt)

3.3 describe the interdependence between the living and non-living things that make up soil (e.g., earthworms ingest the soil and absorb the nutrients, then their castings return the nutrients to the soil; the roots of plants use the soil as an anchor to keep the plants from blowing away)

3.4 describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things (e.g., microscopic bacteria and micro-organisms feed on decaying matter in the soil; roots of plants absorb minerals from the soil)


**GRADE 3 - HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780–1850**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

**A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780–1850**

**Overall Expectations**

**By the end of Grade 3, students will:**

A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change; Perspective)

A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence)

A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other (FOCUS ON: Interrelationships)

**Specific Expectations**

**A1. Application: Life in Canada – Then and Now - FOCUS ON: Continuity and Change; Perspective**

**By the end of Grade 3, students will:**

A1.1 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

A1.2 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

A1.3 identify some key components of the Canadian identity (e.g., bilingualism, multiculturalism, founding nations, religious freedom), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity

**A2. Inquiry: Community Challenges and Adaptations - FOCUS ON: Significance; Cause and Consequence**

**By the end of Grade 3, students will:**

A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 (e.g., isolation; climate; lack of access to doctors, law enforcement, or manufactured goods in isolated communities; encroachment of European settlers on traditional First Nations territory; racism facing First Nations peoples and Black Loyalists) and measures taken to address these challenges

A2.2 gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources

A2.3 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

A2.4 interpret and analyse information relevant to their investigations, using a variety of tools

A2.5 evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges

A2.6 communicate the results of their inquiries using appropriate vocabulary

**A3. Understanding Context: Life in Colonial Canadian Communities - FOCUS ON: Interrelationships**

**By the end of Grade 3, students will:**

A3.1 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

A3.2 identify various settler communities in Canada during this period (e.g., French along the St. Lawrence River; English and Irish in Kingston, Bytown, and York/Toronto, Upper Canada; African Canadians in Grey County, Upper Canada; Scots in Nova Scotia and the Red River Valley; Mennonites in Waterloo County, Upper Canada; United Empire Loyalists in Upper and Lower Canada; Black Loyalists in Nova Scotia), and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program

Needs Improvement      Satisfactory      Good      Excellent





## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Heritage & Identity

A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period (e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers), and describe how the physical features of the land (e.g., topography, proximity to water, fertility of the soil) and the availability of goods and services (e.g., mills, churches, roads) can facilitate settlement and enhance community life

A3.4 describe some of the major challenges facing communities in Canada during this period

A3.5 describe the impact of some different kinds of settlements (e.g., seasonal settlements of seminomadic First Nations, trading posts, resource towns, large-scale farms, large towns or developing cities) on the natural environment and on any existing settlements

A3.6 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

A3.7 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


**GRADE 3 - PEOPLE AND ENVIRONMENTS: LIVING AND WORKING IN ONTARIO**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>GRADE 3 - PEOPLE AND ENVIRONMENTS: LIVING AND WORKING IN ONTARIO</b>				
<b>Overall Expectations</b>				
<b>By the end of Grade 3, students will:</b>				
B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships; Patterns and Trends)				
B2. Inquiry: 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, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective)				
B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance)				
<b>Specific Expectations</b>				
<b>B1. Application: Land Use and the Environment - FOCUS ON: Interrelationships; Patterns and Trends</b>				
<b>By the end of Grade 3, students will:</b>				
B1.1 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				
B1.2 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 in Ontario				
B1.3 identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills				
<b>B2. Inquiry: The Impact of Land and Resource Use - FOCUS ON: Cause and Consequence; Perspective</b>				
<b>By the end of Grade 3, students will:</b>				
B2.1 formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario (e.g., the impact of mining, forestry, agriculture, suburban land development) and measures taken to reduce the negative impact of that use				
B2.2 gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use				
B2.3 analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions				
B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools				
B2.5 evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use				
B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., municipality, county, reserve, population, pollution, deforestation, rehabilitation, public transportation, ecological footprint, natural resources, traditional ecological knowledge [TEK]) and formats				
<b>B3. Understanding Context: Regions and Land Use in Ontario - FOCUS ON: Significance</b>				
<b>By the end of Grade 3, students will:</b>				
B3.1 demonstrate an understanding that Ontario is divided into different municipal or regional entities (e.g., cities, towns, townships, villages, counties, reserves) and that local governments within these entities provide specific services and regulate development according to local needs				
B3.2 demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities				
B3.3 identify the major landform regions in Ontario (e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands), and describe the major characteristics that make each distinct				
B3.4 identify and describe the main types of employment that are available in two or more municipal regions in Ontario				
B3.5 describe major types of land use (e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation) and how they address human needs and wants				
B3.6 compare some aspects of land use in two or more municipalities				

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 People & Environments

B3.7 construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, using appropriate elements of a map, including standard units of measurement

--	--	--	--

**GRADE 3 - PHYSICAL AND HEALTH EDUCATION**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

	Needs Improvement	Satisfactory	Good	Excellent
<b>LIVING SKILLS</b>				
<b>OVERALL EXPECTATIONS</b> <b>By the end of Grade 3, students will:</b> 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.				
<b>SPECIFIC EXPECTATIONS</b> <b>1. Living Skills</b> <b>By the end of Grade 3, students will:</b> Personal Skills (PS)* 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: monitor their progress towards personal fitness goals, placing a sticker on the Active Living calendar on the fridge in their home each time they participate in a physical activity with a family member; Movement Competence: check whether they feel stable when performing static balances and adjust position if they do not; Healthy Living: identify some of the characteristics that make them unique, and think about things they may have done or said that acknowledged the unique characteristics of others in a positive way or that were disrespectful or hurtful to others)				
1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: engage in a physical activity when they feel anxious or unhappy, to help make them feel better; Movement Competence: experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living: make sure that they are getting enough sleep and eating healthy food to help them learn and grow)				
* The abbreviation(s) for the three categories of living skills – PS, IS, and CT – appear in square brackets at the end of expectations, in strands A–C, to which those skills are clearly connected. (See pp. 18–21 for a discussion of living skills.)				
<b>Interpersonal Skills (IS)*</b> 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: remind others about safety rules in a positive and supportive way; Movement Competence: talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other in order to practise throwing and catching successfully; Healthy Living: explain to a friend who loves video games how real violence differs from fictional violence, and try to persuade that friend to choose less violent games)				
1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: be willing to be anyone's partner for physical activities and be accepting of everyone when working in small groups; Movement Competence: interact positively with others when sharing space; Healthy Living: show leadership in identifying and avoiding peer pressure)				
Critical and Creative Thinking (CT)* 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: come up with ideas for ways in which they could be physically active inside their family's house or apartment; Movement Competence: after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother; Healthy Living: plan what they might bring to a family picnic, focusing on local foods, and give reasons for their choices)				
<b>A. ACTIVE LIVING</b>				
<b>OVERALL EXPECTATIONS</b> <b>By the end of Grade 3, students will:</b> A1. 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; A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.				
<b>A1. Active Participation</b> <b>SPECIFIC EXPECTATIONS</b> <b>By the end of Grade 3, students will:</b> A1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair) [PS, IS]				

## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Health

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [PS]

--	--	--	--

A1.3 describe the benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]

--	--	--	--

### A2. Physical Fitness

**By the end of Grade 3, students will:**

A2.1 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 twenty minutes each day (e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [PS]

--	--	--	--

A2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity) [CT]

--	--	--	--

A2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity) [PS]

--	--	--	--

A2.4 develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend) [PS, CT]

--	--	--	--

### A3. Safety

**By the end of Grade 3, students will:**

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground) [PS, IS]

--	--	--	--

A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity (e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured) [PS, CT]

--	--	--	--

## B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

### OVERALL EXPECTATIONS

**By the end of Grade 3, students will:**

B1. 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;


B2. 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.

### SPECIFIC EXPECTATIONS

#### B1. Movement Skills and Concepts

**By the end of Grade 3, students will:**

B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (e.g., move smoothly between yoga positions, from a stork balance to a standing-scale balance, from a knee scale on a bench to a standing position on the bench) [PS]

--	--	--	--

B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (e.g., jump high over lines or blocks; jump far past markers, over beanbags, or into a hula hoop that is held horizontally a short distance above the ground) [PS]

--	--	--	--

B1.3 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 (e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem) [PS, IS]

--	--	--	--

B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g., throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping) [PS, IS]

--	--	--	--

B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment (e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racket; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling) [PS]

--	--	--	--

#### B2. Movement Strategies

**By the end of Grade 3, students will:**

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

--	--	--	--

B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench) [PS, CT]\*

--	--	--	--

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Health

## C. HEALTHY LIVING

### OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. 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.


### SPECIFIC EXPECTATIONS

#### C1. Understanding Health Concepts

By the end of Grade 3, students will:

##### Healthy Eating

C1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact [CT]

Student: "Unprocessed foods are foods that are raw or the way they were before they were processed. Processed foods have been changed in some way to help preserve them or make them more convenient to use or easier to sell."

--	--	--	--

C1.2 demonstrate an understanding of different types of legal and illegal substance abuse (e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and the impacts of abusing these substances on themselves and others (e.g., dependencies or addictions, financial stresses, legal issues, health issues, environmental issues)

--	--	--	--

#### C2. Making Healthy Choices

By the end of Grade 3, students will:

##### Healthy Eating

C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]

--	--	--	--

##### Personal Safety and Injury Prevention

C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [CT]

--	--	--	--

##### Substance Use, Addictions, and Related Behaviours

C2.3 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 (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances) [CT]

--	--	--	--

#### C3. Making Connections for Healthy Living

By the end of Grade 3, students will:

##### Healthy Eating

C3.1 explain how local fresh foods and foods from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [CT]

--	--	--	--

##### Personal Safety and Injury Prevention

C3.2 explain how the portrayal of fictional violence in various media (e.g., television dramas, video games, Internet, movies) can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [IS]

--	--	--	--

## GROWTH AND DEVELOPMENT (1998) (Table content from page 112)

### OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- outline characteristics in the development and growth of humans from birth to childhood.


### SPECIFIC EXPECTATIONS

By the end of Grade 3, students will:

- outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);
- describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height).




## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Arts

<p>B1.2 demonstrate an understanding of how the element of time and place can support the development of role (e.g., present tableaux, with transitions and thought tracking, that show differences between urban and rural settings and/or lifestyles to convey information about the characters)</p>				
<p>B1.3 plan and shape the direction of a dramatic play or role play by building on their own and others' ideas, both in and out of role (e.g., In role: respond in role to extend the developing storyline in the drama [as townsfolk, plead with the mayor to save their town]); Out of role: in partners or small groups, combine their ideas to create a plan for how the characters will solve the problem in the drama)</p>				
<p>B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates) using audio, visual, and/or technological aids to support or enhance their drama work (e.g., use items found in the classroom to create a feeling or a mood suggested by the teacher; use sound effects or music to create an element of surprise or tension)</p>				
<p><b>B2. Reflecting, Responding, and Analysing</b></p> <p>By the end of Grade 3, students will:</p>				
<p>B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances (e.g., in a journal response, in a think-pair-share activity, in class discussion, by writing in role, in a four corners activity, in a small group improvisation or drawing)</p>				
<p>B2.2 describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work (e.g., describe how different characters' actions help create suspense or tension; identify effective elements in a drama presentation; explain how setting highlights theme)</p>				
<p>B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members (e.g., describe how their understanding of role play is developing; identify a role they would like to play, and explain why)</p>				
<p><b>B3. Exploring Forms and Cultural Contexts</b></p> <p>By the end of Grade 3, students will:</p>				
<p>B3.1 identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media (e.g., puppet shows and mask plays use easily recognizable character types to tell a story; actors in live theatre productions use exaggerated gestures and reactions designed to project beyond the footlights; street festivals use amplified live and/or recorded music, costumes, emcees, and amplified announcements to celebrate special events; clown acts use mime feat)</p>				
<p>B3.2 demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world (e.g., ideas about friendship or loyalty or power or perseverance in dramas based on fairy tales or myths from different countries; ethics and values found in Aboriginal plays)</p>				
<p><b>C. MUSIC</b></p>				
<p><b>OVERALL EXPECTATIONS</b></p> <p><b>By the end of Grade 3, students will:</b></p>				
<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;</p>				
<p>C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;</p>				
<p>C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>				
<p><b>SPECIFIC EXPECTATIONS</b></p> <p><b>C1. Creating and Performing</b></p> <p><b>By the end of Grade 3, students will:</b></p>				
<p>C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument accompanied by body percussion or found sounds; sing or play a rhythmic or melodic ostinato)</p>				
<p>C1.2 apply the elements of music when singing, playing an instrument, and moving (e.g., timbre: sort sound sources by the way their sound is produced and make choices about which instruments will play in specific sections; form: change direction in a circle to show A and B sections of a song in ABA form; duration: sing a song first very quickly then very slowly, and explain how the different tempi change their experience of the music)</p>				
<p>C1.3 create compositions for a specific purpose and a familiar audience (e.g., create musical accompaniments for poems, stories, or dances they have created; create rhythmic ostinati based on significant words in a poem or words from a classroom topic or theme, then play them using instruments, body percussion, or found sounds; make changes to the rhythm and/or melody in a simple song that they know)</p>				
<p>C1.4 use the tools and techniques of musicianship in musical performances (e.g., determine where breaths should be taken in a song; given the shape of a melody, suggest where a change in dynamics would be effective; use available technology such as software, electronic instruments, or recording devices)</p>				
<p>C1.5 demonstrate an understanding of standard and non-traditional musical notation (e.g., design melody maps based on the direction of the melody; demonstrate various ways of representing sounds using devised symbols; perform melodic patterns based on the notes "do", "re", "mi", "so", and "la" by using solfège hand signs; create soundscapes illustrating dynamics and timbre)</p>				
<p><b>C2. Reflecting, Responding, and Analysing</b></p> <p><b>By the end of Grade 3, students will:</b></p>				
<p>C2.1 express personal responses to musical performances in a variety of ways (e.g., create a graphic or text response to a musical selection featuring a Latin American dance style)</p>				
<p>C2.2 describe ways in which the elements of music are used in the music they perform, listen to, and create (e.g., use a Venn diagram to compare how the elements of two contrasting pieces create mood)</p>				
<p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., singing in tune, breathing at the end of phrases, watching the conductor or teacher while rehearsing and performing)</p>				
<p><b>C3. Exploring Forms and Cultural Contexts</b></p> <p><b>By the end of Grade 3, students will:</b></p>				
<p>C3.1 identify and describe ways in which music can be used in the community (e.g., to celebrate events, to bring people together, to dance to, to communicate, to entertain, to help people remember product names or telephone numbers in advertising, to help people remember concepts)</p>				

# Grade 3 Ontario Curriculum Tracking Template – Grade 3 Arts

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (e.g., songs, instrumental pieces, and dances in social activities or celebrations of early settlers and First Nation communities in Upper Canada)

--	--	--	--

## D. VISUAL ARTS

### OVERALL EXPECTATIONS

**By the end of Grade 3, students will:**

D1. Creating and Presenting: apply the creative process (see pages 19–22) 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;  
 D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;  
 D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.


### SPECIFIC EXPECTATIONS

#### D1. Creating and Presenting

**By the end of Grade 3, students will:**

D1.1 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 (e.g., make a symmetrical sculpture of an insect or a flower, using natural materials such as wood, pebbles, dry seed pods, feathers; draw a picture depicting a solution to the problem of litter in their community; make a painting of nature, focusing on a feature of personal interest or meaning to themselves)


D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., use shapes of various sizes, in the foreground, middle ground, and background, to create an illusion of depth [perspective] in a painting about a make-believe world; create a mural to express a response to a community celebration, using a variety of lines and shapes; using a scratchboard that has a layer of various colours covered by India ink, make a high-contrast landscape)

D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use asymmetrical cut-paper composite shapes to depict a Canadian landscape, with a clear

foreground, middle ground, and background; use colour values and shapes in a “What’s inside me?” painting in the X-ray style of Norval Morrisseau to create contrast between the inside and the outside of the figure)

the foreground, middle ground, or background first? Why?” “What colour choices did you make to create more or less contrast?” “Why do you think Tom Thomson chose to paint a windswept tree in The Jack Pine instead of a symmetrical tree? How can you use asymmetry in your own art work?”

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

--	--	--	--

#### D2. Reflecting, Responding, and Analysing

**By the end of Grade 3, students will:**

D2.1 express personal feelings and ideas about art experiences and images (e.g., create a poster for an exhibition, using words of different sizes and colours to show their excitement about the event; express thoughts and ideas about an art work while in role as the artist in a peer artist interview)


D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., colour value in Emily Carr’s Indian Church; organic shapes to make the monsters look less frightening and more like stuffed animals in Where the Wild Things Are by Maurice Sendak)

D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art (e.g., fonts or logos that remind them of specific companies, messages, or moods; the meaning of animals such as the orca in Aboriginal clan symbols or the Inukshuk in Aboriginal art)

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., keep an art journal to record what they think they have done well in their art works, or learned about in their art works, as they complete them; use the strategy of matching word and image to share their feelings about an art work or its creation)

#### D3. Exploring Forms and Cultural Contexts

**By the end of Grade 3, students will:**

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences (e.g., original paintings at a community gallery, sculptures in a local park, art reproductions in offices, murals or sculptural monuments in the community, mixed media art works at arts festivals)


D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., a picture book that tells a story about people and the time and place in which they work, play, and build their community; George Littlechild’s book This Land Is My Land; Daphne Odjig’s historical mural The Indian in Transition; Jacob Lawrence’s paintings of African-Americans working, playing, and interacting; classical Greek sculptures of sports figures, and contemporary sports sc

**GRADE 3 - FRENCH IMMERSION**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher  
Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**Grade 3: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 3, student will:**

- \* listen and respond to a variety of simple spoken texts and media works;
- \* express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- \* read a variety of simple written materials and demonstrate understanding through oral and brief written responses;
- \* produce short pieces of writing in a variety of forms;
- \* identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.


**Specific Expectations**

**Oral Communication Listening**

**By the end of Grade 3, students will:**

- \* follow detailed instructions to perform a task;
- \* demonstrate an understanding of short spoken texts and media works (e.g., stories, plays, children's television programs) (e.g., by completing cloze exercises, identifying main ideas and some supporting details, predicting outcomes, drawing conclusions);
- \* listen to discussions and ask questions to clarify meaning;
- \* recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear


**Speaking**

**By the end of Grade 3, students will:**

- \* participate in classroom activities by asking and answering questions and expressing feelings about familiar topics;
- \* present ideas and information in logical sequence;
- \* use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;
- \* use simple and some compound sentences to express feelings, opinions, and ideas;
- \* retell stories, demonstrating an understanding of basic story structure;
- \* communicate ideas and opinions during small-group activities (e.g., assign roles, indicate agreement or disagreement);
- \* give short presentations on a variety of topics.


**Application of Language Conventions**

**By the end of Grade 3, students will:**

- \* recognize and use appropriate language structures in oral communication activities;
- \* use correct pronunciation and appropriate intonation in familiar contexts;
- \* use linking words such as parce que, après, avant to organize ideas in speech;
- \* recognize and use liaison in speech ;
- \* identify and correct common anglicisms (e.g., il a donné moi/il m'a donné), with the teacher's assistance.


**Reading Comprehension and Response to Text**

**By the end of Grade 3, students will:**

- \* read a variety of simple written materials (e.g., stories, poems, chapter books, children's reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);
- \* demonstrate comprehension of text read independently by identifying and discussing features of the text (e.g., descriptions, opinions, ideas) and by summarizing its content;
- \* express their opinions of written texts, relating the content to their own knowledge and experiences;
- \* follow written instructions (e.g., to play a game, complete a task, solve a problem);
- \* demonstrate an understanding of simple texts (e.g., complete cloze exercises, select correct answers, restate the main idea and some supporting details);
- \* extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play, create an alternative ending);
- \* identify and describe different forms of writing (e.g., plays, stories, poems);
- \* identify the key elements of a story (e.g., setting, plot, characters).


**Application of Language Conventions:**

**By the end of Grade 3, students will:**

- \* recognize and use appropriate language structures in their response to written texts;
- \* use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions;


## Grade 3 Ontario Curriculum Tracking Template – Grade 3 French Immersion

- \* read aloud, observing the rules of pronunciation and intonation;
- \* recognize and use punctuation as an aid to comprehension;
- \* use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension;
- \* use French-English dictionaries to determine the meaning of unfamiliar vocabulary.


### Writing Communication of Information and Ideas

#### By the end of Grade 3, students will:

- \* create short written texts for specific purposes (e.g., a story, an invitation or simple letter, a description of a school trip, poems), adapting familiar models;
- \* create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;
- \* organize information into short paragraphs that contain a main idea and related details;
- \* produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., simple charts, illustrations).


### Application of Language Conventions

#### By the end of Grade 3, students will:

- \* use appropriate language structures in their writing;
- \* use and spell correctly the vocabulary appropriate for this grade level;
- \* print legibly and begin to use cursive writing;
- \* begin to use compound sentences and use sentences of varying length;
- \* revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- \* use appropriate resources to verify spelling (e.g., word lists, French-English dictionaries).


### Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands. Nouns and Pronouns

- \* interrogative pronouns qu'est-ce qui/que
- \* addition of "x" to form the plural of nouns (e.g., un feu/des feux, un chapeau/des chapeaux)


#### Verbs

- \* présent of irregular verbs venir, partir, sortir, voir, vouloir, devoir, savoir, prendre
- \* passé composé of regular -er verbs
- \* passé composé of aller


#### Adjectives

- \* comparative form of adjectives (plus, moins)

--	--	--	--

#### Adverbs

- \* use and position of frequently used adverbs (e.g., bien, vite, lentement, souvent)

--	--	--	--

#### Prepositions and Conjunctions

- \* use of comme, après, avant, derrière, sans, parce que

--	--	--	--

#### Interrogative Constructions

- \* questions starting with question words comment, pourquoi

--	--	--	--

#### Sentence Structure

- \* compound sentences using simple connecting words (e.g., et, ou, mais, puis )

--	--	--	--

**GRADE 3 - NATIVE LANGUAGES**

Student's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Term: \_\_\_\_\_

Teacher Tracking:

Needs Improvement      Satisfactory      Good      Excellent

**Grade 3: Oral Communication, Reading, and Writing**

**Overall Expectations**

**By the end of Grade 3, student will:**

- + communicate in simple contexts using basic vocabulary and phrases;
- + demonstrate an understanding of spoken language in simple contexts, using both verbal and non-verbal cues;
- + demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- + read phrases in the writing system used in the program;
- + write phrases in the writing system used in the program;
- + demonstrate an appreciation and understanding of aspects of the Native culture under study.6


**Specific Expectations**

**Oral Communication**

**By the end of Grade 3, students will:**

- + communicate in simple contexts using basic vocabulary and phrases (e.g., close the door, come here);
- + participate in structured oral language activities appropriate for the grade (e.g., provide appropriate phrases for pictures or illustrations);
- + respond appropriately to questions using phrases (e.g., I have two books, there are three bears);
- + demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.


**Reading**

**By the end of Grade 3, students will:**

- + read phrases using the alphabet or syllabics chart, pictures, and other visual aids;
- + demonstrate an understanding of the phrases they read (e.g., by matching phrases to pictures);
- + participate in structured reading activities appropriate for the grade (e.g., identify phrases that describe an action);
- + use visual cues (e.g., pictures, illustrations) to determine the meaning of phrases;
- + recognize phrases that have been introduced orally;
- + read a variety of phrases aloud using pictures.


**Writing**

**By the end of Grade 3, students will:**

- + write phrases using the alphabet or syllabics chart;
- + form phrases using familiar vocabulary;
- + participate in structured writing activities appropriate for the grade (e.g., write phrases that include new vocabulary);
- + spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, print materials);
- + demonstrate an understanding of phrases by creating lists of phrases around a familiar topic or idea (e.g., phrases that indicate possession - this is my book; phrases that describe a person or thing - she/he is big ).


**Grammar, Language Conventions, and Vocabulary**

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts. Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied. Language elements

**nouns and pronouns**

- + possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., my arm, his hand)
- + adjectival constructions (e.g., nice house, big boy)
- + formation of the locative form of nouns through the addition of suffixes (e.g., under the table, on the bed)


**verbs**

## Grade 3 Ontario Curriculum Tracking Template – Grade 3 Native Lang

+ present, past, and future tenses of verbs with singular pronoun or noun (e.g., he is eating, he was eating, he will eat; the bear sleeps, the bear slept, the bear will sleep)

+ imperative forms (e.g., go home! come here!)

interrogative constructions

+ question words in phrases (e.g., how many dogs, which birds)

**negative constructions**

+ formation of the negative, using new vocabulary (e.g., the dog does not eat)

+ formation of the negative with personal pronouns (e.g., no, it is not I; no, it is not my chair)

**Vocabulary**

+ words used in adding

+ words associated with domestic and wild animals, and parts of the body

+ phrases used for various purposes (e.g., to express possession - it is his book; to express a command - go home!)

**Spelling**

+ correct spelling of words and phrases studied

+ use of resources to confirm spelling (e.g., classroom-displayed vocabulary lists, syllabics chart)


--	--	--	--


