

# Learning Outcomes Framework

January 7, 2014

*Grades Primary–6*

Due to the nature of curriculum development, this document is regularly under revision. For the most up-to-date content, please refer to the Nova Scotia Department of Education and Early Childhood Development website at <http://www.ednet.ns.ca/psp-lof.shtml>.



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Learning Outcomes Framework, Grades Primary–6

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# Introduction

The learning outcomes framework comprises a series of curriculum outcomes statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in the primary–graduation continuum. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs 2013–2014, Draft, October 16, 2013*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *The Integration of Information and Communication Technology within the Curriculum* (2005).

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, assessment and instructional strategies, and resources.

General curriculum outcomes are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements that identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes. For some subject areas, key-stage curriculum outcomes are also included. It should be noted that specific curriculum outcomes for some curriculum areas are draft statements. While implementation of new curriculum in these subjects is not yet required, teachers may wish to consider these draft statements in planning their instructional programs.

## Elementary Program Components

Elementary schools must include, for all students in each year's program for grades primary–6, health education, language arts, mathematics, music, physical education, social studies, science, and visual arts. In English schools, core French must be offered beginning at grade 4. Where offered, Gaelic as a second language and Mi'kmaq as a second language may be introduced at grade 3. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of grades primary–6 to use in integrating technology education within learning experiences across the curriculum.





**Primary**



# English Language Arts Primary

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express feelings and give simple descriptions of past experiences
- 1.2 begin to ask and respond to questions, seeking information (who? what? why? where? when?)
- 1.3 express opinions (I like ... ; I don't like ...)
- 1.4 listen to the ideas and opinions of others
  
- 2.1 participate in conversation and in small- and whole-group discussion
- 2.2 begin to use gestures and tone to convey meaning
- 2.3 respond to and give simple directions and instructions
- 2.4 engage in simple oral presentations and respond to oral presentations and other texts
  
- 3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play
- 3.2 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 understand basic concepts of print including directionality, word, space, letter, and sound
- 4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 engage in reading or reading-like behaviour as they experience a variety of literature
- 4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text
  - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
  - use knowledge of oral language patterns (syntax) to predict, confirm/self-correct
  - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
  - begin to match one-to-one spoken to printed word
  - begin to recognize some high-frequency sight words
- 5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, video recordings, non-fiction) as well as human and community resources
- 6.1 respond personally to texts in a variety of ways
- 6.2 express opinions about texts and the work of authors and illustrators
- 7.1 recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)
- 7.2 recognize some basic components of texts such as author, illustrator, and title
- 7.3 begin to ask questions of text
- 7.4 begin to develop an understanding and respect for diversity
- 8.1 understand that print carries a message
- 8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- 9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- 9.2 demonstrate a beginning awareness of audience and purpose
- 9.3 begin to consider readers'/listeners'/viewers' questions/comments about their work
- 10.1 begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
- 10.2 use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)

- understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
  - use letters to represent the predominate sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
  - begin to spell some words conventionally
- 10.3 demonstrate engagement with writing and other forms of representation
- choose to write when given a choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)
  - write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day
  - share writing and other representations willingly with others
- 10.4 with assistance, begin to use technology in writing and other forms of representing
- use an audio recorder to record a completed piece of writing, an oral retelling, or a dramatization
  - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption
- 10.5 with assistance, engage in the research process to construct and communicate meaning
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
  - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
  - share information with others in a variety of ways

# Health Education Primary

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 identify the proper names for parts of their body, including what areas are private
- 1.2 demonstrate an awareness that humans have a range of emotions and that it is normal and expected to feel a range of emotions
- 1.3 describe what they like about themselves and their bodies
- 1.4 demonstrate an awareness that everything that goes into, and on, their bodies has an effect
- 1.5 use their senses to explore a variety of healthy foods
- 1.6 develop an awareness of the role of active play and quiet leisure in having a healthy body and a healthy mind
- 1.7 recognize that people make choices that affect their health

### **HEALTHY RELATIONSHIPS**

- 2.1 demonstrate an understanding that friendship impacts health
- 2.2 describe the role of family and ways in which their family impacts health
- 2.3 recognize the diversity of family forms, including families with same sex parents
- 2.4 demonstrate an awareness of their need to feel safe, loved, protected, and cared for and the importance of having a safe and trusted adult in their lives who can play this role

### **HEALTHY COMMUNITY**

- 3.1 identify hazards and risks of injury in their communities and perform safe practices for injury prevention
- 3.2 recognize the importance of handwashing and other methods in preventing the spread of communicable diseases

# Information and Communication Technology Integration Primary–3

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 3, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.
- BOC 3.1 safely use school media, computer equipment, and software to support their learning, with direct teacher assistance when required
- BOC 3.2 use a range of appropriate equipment, computer technology, and software to plan and create multimedia works that contain pictures, words, and sound to tell a story or report the results of their learning
- BOC 3.3 operate a classroom computer, log on and off the school network, launch and close software, save, edit, and print their work, with teacher assistance
- BOC 3.4 safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher assistance
- BOC 3.5 understand and use basic terminology related to the information and communication technology (ICT) they are using at their current grade level
- BOC 3.6 report malfunctioning equipment to the teacher

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.
- SEHI 3.1 share books, media, electronic information resources, and computer equipment
- SEHI 3.2 work collaboratively with teachers to develop responsibility for their personal safety while using ICT
- SEHI 3.3 respond personally and with developing critical awareness to a range of print, media, and electronic resources
- SEHI 3.4 begin to identify the values and points of view of resources as they select them for use
- SEHI 3.5 include in their own work the copyrighted materials of others only when permission to do so has been received, with teacher or library staff assistance

SEHI 3.6 follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
  - the exploration of ideas
  - data collection
  - data manipulation, including the discovery of patterns and relationships
  - problem solving
  - the representation of learning

PTS 3.1 present their learning by selecting media and software appropriate to the content and purpose, with teacher assistance

PTS 3.2 identify and describe ways in which information available for use at this level can be created, stored, used, represented, and transmitted with teacher assistance

PTS 3.3 use manipulatives, data gathering instruments, and software, to explore, analyze, and represent concepts under study, with teacher assistance

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication

CT 3.1 use information and communication technology to correspond and collaborate; and to research and share their ideas with others, with teacher assistance

CT 3.2 select and use information and communication technology resources in addition to paper and print-based learning materials, with teacher assistance

CT 3.3 begin to explore and use a range of investigative strategies and technology to create, consider, and communicate their ideas for various purposes and audiences

### 5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.

RPSD 3.1 locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, and the Internet, with teacher assistance

RPSD 3.2 accurately use measuring devices and record their findings using electronic charts and graphs

RPSD 3.3 create and analyze electronic charts, maps, and graphs to predict patterns and relationships in information, and to support decision-making

RPSD 3.4 complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with teacher assistance

RPSD 3.5 acknowledge the sources of their information using simple citation formats, with teacher assistance



# Mathematics Primary

## General Curriculum Outcomes

Students will be expected to

- demonstrate number sense
- use patterns to describe the world and solve problems
- represent algebraic expressions in multiple ways
- use direct and indirect measure to solve problems
- describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them
- describe and analyze position and motion of objects and shapes
- collect, display, and analyze data to solve problems
- use experimental or theoretical probabilities to represent and solve problems involving uncertainty

## Specific Curriculum Outcomes

Performance indicators are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether students have achieved the corresponding specific curriculum outcome.

### Process Standards Key

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

### NUMBER (N)

**N01** Students will be expected to say the number sequence by

- 1s, from 1 to 20
- 1s, starting anywhere from 1 to 10 and from 10 to 1 [C, CN, V]

#### *Performance Indicators*

- N01.01 Recite the number sequence from 1 to 20 and from 10 to 1.
- N01.02 Name the number that comes after a given number, 1 to 9.
- N01.03 Name the number that comes before a given number, 2 to 10.
- N01.04 Recite number names from a given number to a stated number (forward 1 to 10, backward 10 to 1) using visual aids.

**N02** Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]

#### *Performance Indicators*

- N02.01 Look briefly at a given familiar arrangement of 1 to 5 objects or dots and identify the number represented without counting.
- N02.02 Identify the number represented by a given dot arrangement on a five-frame.

**N03** Students will be expected to relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]

*Performance Indicators*

- N03.01 Name the number for a given set of objects.
- N03.02 Match numerals with their given pictorial representations.
- N03.03 Hold up the appropriate number of fingers for a given numeral.
- N03.04 Construct a set of objects corresponding to a given numeral.
- N03.05 Record the numeral that represents the quantity of a given set of objects.

**N04** Students will be expected to represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]

*Performance Indicators*

- N04.01 Show a given number as two parts (using fingers, counters, or other objects) and name the number of objects in each part.
- N04.02 Show a given number as two parts, using pictures, and name the number of objects in each part.

**N05** Students will be expected to compare quantities, 1 to 10, using one-to-one correspondence. [C, CN, V]

*Performance Indicators*

- N05.01 Construct a set to show more than, fewer than, or as many as a given set.
- N05.02 Compare two given sets through direct comparison and describe the sets using words, such as more, fewer, as many as, or the same number as.

**N06** Students will be expected to demonstrate an understanding of counting to 10. [C, CN, ME, PS, R, V]

*Performance Indicators*

- N06.01 Answer the question, “How many are in the set?” using the last number counted in a set.
- N06.02 In a fixed arrangement, starting in different locations, show that the count of the number of objects in a set does not change.
- N06.03 Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction.

## **PATTERNS AND RELATIONS (PR)**

**PR01** Students will be expected to demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions. [C, CN, PS, V]

*Performance Indicators*

- PR01.01 Distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats.
- PR01.02 Copy a given repeating pattern and describe the pattern.
- PR01.03 Extend a variety of given repeating patterns to two more repetitions.
- PR01.04 Create a repeating pattern using manipulatives, musical instruments, or actions and describe the pattern.
- PR01.05 Identify and describe a repeating pattern in the classroom, the school, and outdoors.

**MEASUREMENT (M)**

**M01** Students will be expected to use direct comparison to compare two objects based on a single attribute, such as length, mass, volume, and capacity. [C, CN, PS, R, V]

*Performance Indicators*

- M01.01 Compare the length of two given objects and explain the comparison using words such as shorter, longer, taller, or almost the same.
- M01.02 Compare the mass of two given objects and explain the comparison using words such as lighter, heavier, or almost the same.
- M01.03 Compare the capacity of two given objects and explain the comparison using words such as holds less, holds more, or holds almost the same.
- M01.04 Compare the volume of two given objects and explain the comparison using words such as bigger, smaller, or almost the same.

**GEOMETRY (G)**

**G01** Students will be expected to sort 3-D objects using a single attribute. [C, CN, PS, R, V]

*Performance Indicators*

- G01.01 Sort a given set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule.
- G01.02 Explain the sorting rule used to sort a pre-sorted set.

**G02** Students will be expected to build and describe 3-D objects. [CN, PS, V]

*Performance Indicators*

- G02.01 Create a representation of a given 3-D object using building blocks and compare the representation to the original 3-D object.
- G02.01 Describe a given 3-D object using words such as big, little, round, like a box, or like a can.

# Music Primary

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 distinguish between beat/rhythm, fast/slow, higher/lower, loud/soft, and the speaking voice/the singing voice
- 1.2.1 explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on sound sources
- 1.2.2 explore rhythm, dynamics, and pitch to communicate thoughts, experiences, and feelings
- 1.2.3 participate in activities that explore a variety of sound sources
- 1.3.1 record simple rhythmic patterns, using adapted notation and record up-and-down motion of melodies using contour mapping
- 2.1.1 perform simple rhythmic patterns
- 2.1.2 explore improvising answers in the a style similar to a given rhythmic and melodic phrase
- 2.2.1 combine music and movement in their music making
- 2.3.1 explore songs about celebration and family
- 2.3.2 participate in group music making
- 3.1.1 describe and share music they encounter at home, both in daily life and as part of seasonal celebrations
- 3.1.2 talk about their music making in school and at home
- 4.1.1 explore and respond to music of various cultures

- 
- 4.4.1 explore music as part of their daily classroom activities
  - 5.2.1 use music and movement to describe personal experience
  - 6.1.1 respond through movement to simple melodies with emphasis on beat, tempo, and dynamics
  - 6.2.1 describe high/low, fast/slow, and loud/soft
  - 6.3.1 explore rhythmic, melodic, and dynamic possibilities during their music activities
  - 7.1.1 identify, by sight and sound, musical technologies with which they have personal experience
  - 7.1.2 demonstrate an awareness of how to make sounds using classroom technologies
  - 8.1.1 talk about reasons for making music at home
  - 8.2.1 share ideas and feelings during music making

# Physical Education Primary

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### BASIC MOVEMENT

- 1.1 respond to a variety of stop and start signals
- 1.2 find a self-space in a large bounded area
- 1.3 identify the location of different body parts
- 1.4 perform fast and slow movements with various body parts
- 1.5 travel while moving in a variety of body shapes, with and without a partner
- 1.6 put a variety of body parts and objects into different levels, alone and with a partner
- 1.7 experience changing from a leading to a following position in relation to a partner
- 1.8 demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others
- 1.9 jump, skip, gallop, and slide

**ALTERNATIVE ENVIRONMENTS**

- 2.1 experience walking around the school observing landmarks and being conscious of litter and the environment
- 2.2 experience scaling a hill under different seasonal conditions using a different number of body parts
- 2.3 participate in the building of sculptures
- 2.4 play a game of shadow tag on a sunny day
- 2.5 play on playground apparatus and discuss the safety issues of each piece
- 2.6 experience walking as quietly as possible as a measure of sensitivity to the environment

**DANCE**

- 3.1 experience the enjoyment of participating alone and with others
- 3.2 select and respond to music of different tempos to stimulate locomotor movements
- 3.3 experience moving on straight, curved, and zigzag pathways
- 3.4 demonstrate ways to change from a leading to a following position in relation to a partner
- 3.5 demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences
- 3.6 perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**EDUCATIONAL GYMNASTICS**

- 4.1 demonstrate an understanding of safety rules specific to a gymnastic environment
- 4.2 demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment
- 4.3 perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment
- 4.4 demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment
- 4.5 demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is the adjective, and the finishing position is the period) to explore balances and shapes
- 4.6 experience and perform a variety of rolls (log, shoulder, forward)
- 4.7 combine jumps and landing to create a sequence
- 4.8 demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, two feet to one foot, one foot to one foot, and one foot to the other foot)

**SKILL DEVELOPMENT**

- 5.1 demonstrate an understanding of fair-play principles
- 5.2 demonstrate a willingness to move in various formations (e.g., line, circle, scattered)
- 5.3 demonstrate an understanding of the difference between right and left
- 5.4 catch a softly thrown ball at different levels using properly positioned hands
- 5.5 travel slowly in different directions while manipulating a ball with body parts and various implements (e.g., hands, feet, scoop, hockey stick) on the spot or while travelling
- 5.6 use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with an implement (e.g., lightweight paddle)
- 5.7 strike a lightweight ball with at least three different body parts (e.g., knee, foot, elbow) keeping it in self-space

- 5.8 strike a small playground ball off a tee or cone using the hand
- 5.9 throw various objects (e.g., ball, beanbag, Frisbee) at targets and play target games
- 5.10 demonstrate techniques for throwing (stance, step, follow-through)
- 5.11 trap a slow moving ball with the bottom of both feet
- 5.12 swing a short rope in various positions with both the right and the left hand (e.g., above head, in front of body, to right/left, under body)
- 5.13 bounce a ball using two hands
- 5.14 demonstrate ways to bounce and catch using two hands, using a variety of balls (e.g., sponge, tennis, playground)
- 5.15 use a variety of small equipment (e.g., rope, hoop, ball, beanbag) to practise jumping over, around, and through
- 5.16 kick a ball at a large target (e.g., larger ball, hoop, pylon, partner)
- 5.17 skip with a short rope forward and backward



# Science Primary

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

The four units and the related topics covered in the grade primary program are as follows:

- Exploring the World with Our Senses
  - Sight
  - Hearing
  - Smell
  - Taste
  - Touch
  - Observing Using More than One Sense
- Exploring Sand and Water with Our Senses
  - Sand Investigations
  - Water
- Exploring Moving Things with Our Senses
  - Exploring with Ramps, Rollers, and Sliders
  - Investigating with Ramps
  - Investigating Our Own Movement
  - Investigating Balancing

- Exploring the World of Living Things with Our Senses
  - Investigating Living Things Outdoors
  - Investigating Living Things in the Classroom

Teachers may choose to follow the design of the four units presented in the curriculum guide. Alternately, they may choose to begin with learning experiences based on the first unit, Exploring the World with Our Senses, and then select activities from the other three units as contexts for reinforcing the outcomes addressed in the first unit and for focusing on the other specific curriculum outcomes for grade primary science. All the following outcomes must be covered in grade primary.

Students will be expected to

- develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, tasted, and thought (100-1)
- explore and select different ways to represent ideas, actions, and experiences and to communicate with others (100-2)
- detect consistency and pattern in objects and events and use language to describe these patterns (100-3)
- explore how characteristics of materials may change as a result of manipulating them (101-1)
- identify and explore ways to use tools to help carry out a variety of useful tasks (101-2)
- choose materials to build a variety of real and imaginary settings and play roles that correspond to those settings (103-1)
- ask questions that lead to exploration and investigation (200-1)
- select and use materials to carry out their own explorations (200-4)
- follow a simple procedure where instructions are given one step at a time (201-1)
- manipulate materials purposefully (201-2)
- observe, using one or a combination of the senses (201-4)
- use personal observations when asked to describe characteristics of materials and objects studied (202-1)
- place materials and objects in a sequence or in groups according to one or more attributes (202-2)
- communicate questions, ideas, and intentions while conducting their explorations (203-1)
- identify common objects and events, using terminology and language that others understand (203-2)
- respond to the ideas and actions of others and acknowledge their ideas and contributions (203-4)

# Social Studies Primary

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

# Specific Curriculum Outcomes

## Conceptual Organizer: Connections

Students will be expected to

### UNIT ONE: IDENTITY

P.1.1 demonstrate an understanding of themselves as unique and special

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

P.1.2 identify needs and wants that are common to all children

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

P.1.3 identify and describe groups to which they belong

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

P.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

- develop an awareness of rules and why they are made
- identify and analyze formal and informal rules
- identify and practise skills that would help them resolve conflict

### UNIT TWO: ROOTS

P.2.1 demonstrate an understanding that families have historic roots

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

P.2.2 demonstrate an understanding of how the roles of family members change over time

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

P.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

- identify traditions, rituals and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

**UNIT THREE: PLACE**

- P.3.1 describe some of the natural and constructed features of their community
- demonstrate an awareness of the concept of natural and constructed features
  - identify common features and landmarks in their community
  - use and create simple maps to distinguish between land and water (local, national, and global)
  - locate familiar bodies of water and land forms in their community
- P.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- give verbal directions using relative terms for different locations
  - give directions in relative terms
  - use signs and symbols to identify location
  - read simple maps and pictures
  - create simple maps and pictures
- P.3.3 identify connections between their community and other communities (local, national, and global)
- identify places where products originate
  - give examples to show that communities depend on each other to provide for their needs and wants
  - explain how communities connect through transportation and communication

# Visual Arts Primary

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 demonstrate that personal feelings, ideas, and understandings can be expressed through art making
- 1.2 use a range of materials and processes
- 1.3 use one or more of the visual elements and principles of art and design in art making
- 2.1 work individually and with others in art making
- 3.1 recognize that there are a variety of art forms
- 3.2 recognize art as an expression of culture
- 3.3 recognize that people create art for a variety of reasons
- 3.4 identify various forms of technology used to make art
- 4.1 show respect for their own work and that of others
- 4.2 share and talk about their art
- 4.3 use their senses to discover similarities and differences in art
- 5.1 discover art as a way of expressing ideas
- 5.2 explore language that is used to talk about art
- 5.3 explore artwork from a variety of cultural/historical contexts

- 6.1 explore the natural and built environment
- 6.2 identify different types of media
- 6.3 explore art and artists within their community
- 6.4 recognize art as a way of expressing ideas and points of view





# **Grade 1**



# English Language Arts 1

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express thoughts and feelings and describe experiences
- 1.2 ask and respond to questions to clarify information or gather further information
- 1.3 express opinions and give simple explanations for some of their opinions (I like ... because)
- 1.4 listen to others' ideas and opinions
  
- 2.1 sustain one-to-one conversations and contribute to small- and large-group interactions
- 2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings
- 2.3 respond to and give instructions or directions that include two or three components
- 2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts
  
- 3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- 3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- 3.3 recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 expand their understanding of concepts of print
  - punctuation in text serves a purpose
  - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
- 4.3 select independently, and with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 use some features of written text to determine content, locate topics, and obtain information
- 4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct
  - predict on the basis of what makes sense, what sounds right, and what the print suggests
  - make meaningful substitutions
  - attempt to self-correct predictions that interfere with meaning
  - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with "p"?)
- 4.6 use a variety of strategies to create meaning
  - identify main idea
  - predict content using text information along with personal knowledge and experiences
  - make inferences by drawing on their own experiences and clues in the text
  - identify character traits from contextual clues
  - make connections between texts, noticing similarities in characters, events, illustrations, and language
  - follow written directions
- 4.7 consistently match one-to-one
  
- 5.1 engage in research process with assistance
  - generate questions to guide research
  - locate appropriate information with assistance (classroom, library, home, community)
  - interact with the information
  
- 6.1 make personal connections to text and share their responses in a variety of ways
- 6.2 express and begin to support opinions about texts and the work of authors and illustrators
  
- 7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics
- 7.2 respond critically to texts
  - formulate questions as well as understandings
  - develop an understanding and respect for diversity
  
- 8.1 use writing and other forms of representing for a variety of functions
  - to ask questions
  - to generate and organize ideas
  - to express feelings, opinions, and imaginative ideas
  - to inform/communicate information
  - to record experiences
  - to explore learning

- 8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
- 8.3 begin to experiment with language choices in imaginative writing and other ways of representing
- 9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- 9.2 demonstrate some awareness of audience and purpose
- choose particular forms for specific audiences and purposes
  - realize that work to be shared with an audience needs editing
- 9.3 consider their readers’/viewers’/listeners’ questions/comments and begin to use such responses to assess and extend their learning
- 10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
- use prewriting strategies, such as drawing, talking, and reflecting
  - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
  - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
  - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation—capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
  - use a variety of techniques for publishing/presenting sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- 10.2 use some conventions of written language
- use conventional spacing between words
  - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
  - use an increasing number of words spelled conventionally
  - use simple sentence structures
  - attempt to use punctuation (periods, question marks, exclamation marks)
  - use capital letters for proper names, pronoun “I,” and sentence beginnings
- 10.3 demonstrate engagement with the creation of pieces of writing and other representations
- engage in writing and representing activities every day
  - sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
  - choose to write independently during free choice time
  - share writing and other representations with others and seek response
  - contribute during shared writing activities
  - contribute observations/information to classroom records of field trips, science experiments, etc.
- 10.4 with assistance, experiment with technology in writing and other forms of representing
- use an audio recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
  - create illustrations/drawings with a computer graphics/drawing program
  - compose simple text (and begin to revise and edit) with a word processing program
  - share writing/representations on-line

- 10.5 select, organize, and combine, with assistance, relevant information to construct and communicate meaning
- interact with resources (print, non-print, or human) to answer their own questions or learning needs
  - with assistance, develop strategies for making and organizing notes
  - create a new product
  - share their information in a variety of simple ways

# Health Education 1

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 demonstrate an understanding that having a positive self-identity enhances health
- 1.2 explore the concept of gender
- 1.3 demonstrate an understanding that mental health is just as important for feeling well as physical health and that we can express our feelings to people we trust
- 1.4 explain the function and purpose of primary and adult teeth, the importance of oral health and ways to maintain it
- 1.5 categorize food into four food groups according to Canada's food guide, and explain how foods from these four groups can help us to grow, learn, be active, and stay healthy
- 1.6 describe ways humans maintain energy
- 1.7 demonstrate an understanding of what medicines are for, where they come from, their safety rules, and their role in enhancing health

### **HEALTHY RELATIONSHIPS**

- 2.1 demonstrate an awareness of changes that affect families and healthy ways to cope with changes
- 2.2 differentiate between health-related decisions they can make for themselves and those that are the responsibilities of others
- 2.3 practise communication skills that promote healthy relationships and personal safety within a variety of contexts

### **HEALTHY COMMUNITY**

- 3.1 explain how media can be both helpful and harmful to their health
- 3.2 describe ways that our senses, including intuition, keep us safe from injury and illness
- 3.3 identify times when one can be active and when one cannot and recognize how home, travel, entertainment, and communication technologies contribute to inactivity

# Information and Communication Technology Integration Primary–3

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 3, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.
- BOC 3.1 safely use school media, computer equipment, and software to support their learning, with direct teacher assistance when required
- BOC 3.2 use a range of appropriate equipment, computer technology, and software to plan and create multimedia works that contain pictures, words, and sound to tell a story or report the results of their learning
- BOC 3.3 operate a classroom computer, log on and off the school network, launch and close software, save, edit, and print their work, with teacher assistance
- BOC 3.4 safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher assistance
- BOC 3.5 understand and use basic terminology related to the information and communication technology (ICT) they are using at their current grade level
- BOC 3.6 report malfunctioning equipment to the teacher

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.
- SEHI 3.1 share books, media, electronic information resources, and computer equipment
- SEHI 3.2 work collaboratively with teachers to develop responsibility for their personal safety while using ICT
- SEHI 3.3 respond personally and with developing critical awareness to a range of print, media, and electronic resources
- SEHI 3.4 begin to identify the values and points of view of resources as they select them for use



SEHI 3.5 include in their own work the copyrighted materials of others only when permission to do so has been received, with teacher or library staff assistance

SEHI 3.6 follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
  - the exploration of ideas
  - data collection
  - data manipulation, including the discovery of patterns and relationships
  - problem solving
  - the representation of learning

PTS 3.1 present their learning by selecting media and software appropriate to the content and purpose, with teacher assistance

PTS 3.2 identify and describe ways in which information available for use at this level can be created, stored, used, represented, and transmitted with teacher assistance

PTS 3.3 use manipulatives, data gathering instruments, and software, to explore, analyze, and represent concepts under study, with teacher assistance

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication

CT 3.1 use information and communication technology to correspond and collaborate; and to research and share their ideas with others, with teacher assistance

CT 3.2 select and use information and communication technology resources in addition to paper and print-based learning materials, with teacher assistance

CT 3.3 begin to explore and use a range of investigative strategies and technology to create, consider, and communicate their ideas for various purposes and audiences

### 5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.

RPSD 3.1 locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, and the Internet, with teacher assistance

RPSD 3.2 accurately use measuring devices and record their findings using electronic charts and graphs

RPSD 3.3 create and analyze electronic charts, maps, and graphs to predict patterns and relationships in information, and to support decision-making

RPSD 3.4 complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with teacher assistance

RPSD 3.5 acknowledge the sources of their information using simple citation formats, with teacher assistance

# Mathematics 1

## General Curriculum Outcomes

Students will be expected to

- demonstrate number sense
- use patterns to describe the world and solve problems
- represent algebraic expressions in multiple ways
- use direct and indirect measure to solve problems
- describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them
- describe and analyze position and motion of objects and shapes
- collect, display, and analyze data to solve problems
- use experimental or theoretical probabilities to represent and solve problems involving uncertainty

## Specific Curriculum Outcomes

Performance indicators are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether students have achieved the corresponding specific curriculum outcome.

### Process Standards Key

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

## NUMBER (N)

**N01** Students will be expected to say the number sequence by

- 1s, forward and backward between any two given numbers, 0 to 100
- 2s to 20, forward starting at 0
- 5s to 100, forward starting at 0, using a hundred chart or a number line
- 10s to 100, forward starting at 0, using a hundred chart or a number line [C, CN, V, ME]

### Performance Indicators

- N01.01 Recite forward by 1s the number sequence between two given numbers, 0 to 100.
- N01.02 Recite backward by 1s the number sequence between two given numbers, 0 to 100.
- N01.03 Record a given numeral, 0 to 100, presented orally.
- N01.04 Read a given presented numeral, 0 to 100.
- N01.05 Skip count by 2s to 20 starting at 0.
- N01.06 Skip count by 5s to 100 starting at 0, using a hundred chart or a number line.
- N01.07 Skip count forward by 10s to 100 starting at 0, using a hundred chart or a number line.
- N01.08 Identify and correct errors and omissions in a given number sequence.

**N02** Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]

*Performance Indicators*

- N02.01 Look briefly at a given familiar arrangement of objects or dots and identify the number represented without counting.
- N02.02 Identify the number represented by a given arrangement of counters or dots on a ten-frame.

**N03** Students will be expected to demonstrate an understanding of counting to 20 by

- indicating that the last number said identifies “how many”
- showing that any set has only one count
- using the counting-on strategy [C, CN, ME, R, V]

*Performance Indicators*

- N03.01 Answer the question, How many are in the set? using the last number counted in a given set.
- N03.02 Identify and correct counting errors in a given counting sequence.
- N03.03 Show that the count of the number of objects in a given set does not change regardless of the order in which the objects are counted.
- N03.04 Record the number of objects in a set using the numeral symbol.
- N03.05 Determine the total number of objects in a given set, starting from a known quantity and counting on.

**N04** Students will be expected to represent and partition numbers to 20. [C, CN, V]

*Performance Indicators*

- N04.01 Represent a given number up to 20 using a variety of manipulatives, including ten-frames and created materials.
- N04.02 Model a given number up to 20 using a variety of pictorial representations.
- N04.03 Find examples of a given number in the environment.
- N04.04 Place given numerals on a number line with benchmarks 0, 5, 10, 15, and 20.
- N04.05 Partition any given quantity up to 20 into two parts and identify the number of objects in each part.
- N04.06 Model a given number using two different objects.

**N05** Students will be expected to compare sets containing up to 20 objects to solve problems using referents and one-to-one correspondence. [C, CN, ME, PS, R, V]

*Performance Indicators*

- N05.01 Build a set that has more, fewer, or as many objects as a given set, up to 20 objects.
- N05.02 Build several sets of different objects that have the same given number of objects in the set.
- N05.03 Compare two given sets using one-to-one correspondence and describe them using comparative words, such as more, fewer, or as many.
- N05.04 Compare a set to a given referent using comparative language.
- N05.05 Solve, using pictures and words, given story problems that involve the comparison of two quantities.

**N06** Students will be expected to estimate quantities to 20 by using referents. [C, ME, PS, R, V]

*Performance Indicators*

N06.01 Estimate a given quantity by comparing it to a given referent (known quantity).

N06.02 Select an estimate for a given quantity by choosing between at least two possible choices and explain the choice.

**N07** Students will be expected to demonstrate an understanding of conservation of number for up to 20 objects. [C, R, V]

*Performance Indicators*

N07.01 Explain why for a given number of counters, no matter how they are arranged, the total number of counters does not change.

N07.02 Group a set of given counters in more than one way.

N07.03 Explain why for a given number of counters, no matter how they are grouped, the total number of counters does not change.

**N08** Students will be expected to identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]

*Performance Indicators*

N08.01 Name the number that is one more, two more, one less, or two less than a given number, up to 20.

N08.02 Represent a number on ten-frames that is one more, two more, one less, or two less than a given number.

**N09** Students will be expected to demonstrate an understanding of the addition of two single-digit numbers and the corresponding subtraction, concretely, pictorially, and symbolically in join, separate, equalize/compare, and part-part-whole situations. [C, CN, ME, PS, R, V]

*Performance Indicators*

N09.01 Act out story problems that are presented orally or through shared reading.

N09.02 Model story problems with manipulatives or pictures, find and share solutions using counting strategies, and record number sentences that represent how they thought about the problems.

N09.03 Create story problems that connect to student experiences.

N09.04 Create story problems for given number sentences.

**N10** Students will be expected to use and describe strategies to determine sums and differences using manipulatives and visual aids. Strategies include

- counting on or counting back
- one more or one less
- making ten
- doubles
- near doubles

*Performance Indicators*

N10.01 Use and describe a personal strategy to determine a sum.

N10.02 Use and describe a personal strategy to determine a difference.

N10.03 Use and describe how two different strategies can be used to determine a sum or difference.

**PATTERNS AND RELATIONS (PR)**

**PR01** Students will be expected to demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, and creating patterns using manipulatives, diagrams, sounds, and actions. [C, PS, R, V]

*Performance Indicators*

- PR01.01 Describe a given repeating pattern containing two to four elements in its core.
- PR01.02 Identify errors in a given repeating pattern.
- PR01.03 Identify the missing element(s) in a given repeating pattern.
- PR01.04 Create and describe a repeating pattern using a variety of manipulatives, musical instruments and actions.
- PR01.05 Reproduce and extend a given repeating pattern using manipulatives, diagrams, sounds and actions.
- PR01.06 Identify and describe a repeating pattern in the environment (e.g., classroom, outdoors) using everyday language.
- PR01.07 Identify repeating events (e.g., days of the week, birthdays, seasons).

**PR02** Students will be expected to translate repeating patterns from one representation to another. [C, R, V]

*Performance Indicators*

- PR02.01 Represent a given repeating pattern using another mode, e.g., actions to sound; colour to shape; ABC, ABC, ABC to blue, yellow, green, blue, yellow, green, blue, yellow, green, ...
- PR02.02 Describe a given repeating pattern using a letter code, e.g., ABC, ABC, ABC ...

**PR03** Students will be expected to describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]

*Performance Indicators*

- PR03.01 Construct two equal sets using the same objects (same shape and mass) and demonstrate their equality of number using a balance scale.
- PR03.02 Construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale.
- PR03.03 Determine if two given concrete sets are equal or unequal and explain the process used.

**PR04** Students will be expected to record equalities using the equal symbol. [C, CN, PS, V]

*Performance Indicators*

- PR04.01 Represent a given pictorial or concrete equality in symbolic form.
- PR04.02 Represent a given equality using manipulatives or pictures.
- PR04.03 Provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=).
- PR04.04 Record different representations of the same quantity (0 to 20) as equalities.

**MEASUREMENT (M)**

**M01** Students will be expected to demonstrate an understanding of measurement as a process of comparing by

- identifying attributes that can be compared
- ordering objects
- making statements of comparison
- filling, covering, or matching [C, CN, PS, R, V]

*Performance Indicators*

- M01.01 Identify common attributes, such as length, mass, volume, capacity, and area that could be used to compare a given set of two objects.
- M01.02 Compare and order two given objects and identify the attributes used to compare.
- M01.03 Predict which object in a set is longest/shortest, determine by matching and explain the reasoning.
- M01.04 Predict which object in a set is heaviest/lightest, determine by comparing and explain the reasoning.
- M01.05 Predict which object in a set is largest/smallest, determine by comparing and explain the reasoning.
- M01.06 Predict which object in a set holds the most/least, determine by filling and explain the reasoning.
- M01.07 Predict which figure in a set has the greatest/least area, determine by covering and explain the reasoning.

**GEOMETRY (G)**

**G01** Students will be expected to sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule. [C, CN, R, V]

*Performance Indicators*

- G01.01 Sort a given set of familiar 3-D objects or 2-D shapes using a given sorting rule.
- G01.02 Sort a given set of familiar 3-D objects using a single attribute determined by the student and explain the sorting rule.
- G01.03 Sort a given set of 2-D shapes using a single attribute determined by the student and explain the sorting rule.
- G01.04 Determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes and explain a possible sorting rule used to sort them.

**G02** Students will be expected to replicate composite 2-D shapes and 3-D objects. [CN, PS, V]

*Performance Indicators*

- G02.01 Select 2-D shapes from a given set of 2-D shapes to reproduce a given composite 2-D shape.
- G02.02 Select 3-D objects from a given set of 3-D objects to reproduce a given composite 3-D object.
- G02.03 Predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape.
- G02.04 Predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object.

**G03** Students will be expected to identify 2-D shapes in 3-D objects. [C, CN, V]

*Performance Indicators*

G03.01 Identify the shape of the faces of a 3-D object

G03.02 Identify 3-D objects in the environment that have faces that are a given 2-D shape.

# Music 1

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 demonstrate an awareness of rhythmic/melodic concepts, patterns in music, and timbre
- 1.2.1 explore and use rhythm, dynamics, and pitch to communicate thoughts, experiences, and feelings
- 1.2.2 explore a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on materials
- 1.2.3 contribute to activities that explore creative use of sound sources
- 1.3.1 record simple rhythmic and melodic patterns, using adapted notation
- 2.1.1 sing alone and with others, with emphasis on pitch and production
- 2.1.2 improvise answers to given rhythmic and melodic phrases
- 2.2.1 combine music and movement in their music making
- 2.3.1 explore songs about friends and play
- 3.1.1 explore and describe music they encounter in school and the purposes it serves in school life
- 3.3.1 explore songs and musical games found in Atlantic Canada
- 4.1.1 discuss music and musicians of various cultures



- 4.2.1 explore instruments from a variety of cultures
- 5.1.1 use music to describe personal experience
- 5.1.2 explore cultural influences on the music of their community
- 5.2.1 use music and role-play to interpret their world
- 6.1.1 respond through movement to simple melodies, with emphasis on high/low, same/different, beat/rhythm, and in tune singing
- 6.2.1 describe same/different, long/short
- 6.3.1 explore possibilities and make choices during the music-making process
- 7.2.1 demonstrate an awareness that classroom instruments can produce a variety of sounds such as high/low, long/short
- 7.3.1 explore, using classroom instruments, possibilities for music making to express moods and feelings
- 8.1.1 explore reasons for making music in school and community
- 8.2.1 share ideas and feelings with others during their music making

# Physical Education 1

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### BASIC MOVEMENT

- 1.1 respond to a variety of stop and start signals
- 1.2 find a self-space in a large bounded area
- 1.3 identify the location of different body parts
- 1.4 perform fast and slow movements with various body parts
- 1.5 travel while moving in a variety of body shapes, with and without a partner
- 1.6 put a variety of body parts and objects into different levels, alone and with a partner
- 1.7 experience changing from a leading to a following position in relation to a partner
- 1.8 demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others
- 1.9 jump, skip, gallop, and slide

**ALTERNATIVE ENVIRONMENTS**

- 2.1 experience walking around the school observing landmarks and being conscious of litter and the environment
- 2.2 experience scaling a hill under different seasonal conditions using a different number of body parts
- 2.3 participate in the building of sculptures
- 2.4 play a game of shadow tag on a sunny day
- 2.5 play on playground apparatus and discuss the safety issues of each piece
- 2.6 experience walking as quietly as possible as a measure of sensitivity to the environment

**DANCE**

- 3.1 experience the enjoyment of participating alone and with others
- 3.2 select and respond to music of different tempos to stimulate locomotor movements
- 3.3 experience moving on straight, curved, and zigzag pathways
- 3.4 demonstrate ways to change from a leading to a following position in relation to a partner
- 3.5 demonstrate ways to express the qualities of fast and slow speed through a variety of creative dance sequences
- 3.6 perform simple sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**EDUCATIONAL GYMNASTICS**

- 4.1 demonstrate an understanding of safety rules specific to a gymnastic environment
- 4.2 demonstrate a willingness to take turns, as directed, on various pieces of gymnastic equipment
- 4.3 perform the qualities of fast and slow speed through a variety of gymnastic sequences on the floor and on small equipment
- 4.4 demonstrate ways to follow different pathways and directions while moving on the ground or on low equipment
- 4.5 demonstrate the use of movement sentences (the starting position is the capital letter, the action is the verb, the quality of movement is the adjective, and the finishing position is the period) to explore balances and shapes
- 4.6 experience and perform a variety of rolls (log, shoulder, forward)
- 4.7 combine jumps and landing to create a sequence
- 4.8 demonstrate ways to jump and land using a variety of take-off and landing patterns (two feet to two feet, one foot to two feet, two feet to one foot, one foot to one foot, and one foot to the other foot)

**SKILL DEVELOPMENT**

- 5.1 demonstrate an understanding of fair-play principles
- 5.2 demonstrate a willingness to move in various formations (e.g., line, circle, scattered)
- 5.3 demonstrate an understanding of the difference between right and left
- 5.4 catch a softly thrown ball at different levels using properly positioned hands
- 5.5 travel slowly in different directions while manipulating a ball with body parts and various implements (e.g., hands, feet, scoop, hockey stick) on the spot or while travelling
- 5.6 use both right and left hands to push a balloon upward and keep it off the ground with the hands, or with an implement (e.g., lightweight paddle)
- 5.7 strike a lightweight ball with at least three different body parts (e.g., knee, foot, elbow) keeping it in self-space

- 5.8 strike a small playground ball off a tee or cone using the hand
- 5.9 throw various objects (e.g., ball, beanbag, Frisbee) at targets and play target games
- 5.10 demonstrate techniques for throwing (stance, step, follow-through)
- 5.11 trap a slow moving ball with the bottom of both feet
- 5.12 swing a short rope in various positions with both the right and the left hand (e.g., above head, in front of body, to right/left, under body)
- 5.13 bounce a ball using two hands
- 5.14 demonstrate ways to bounce and catch using two hands, using a variety of balls (e.g., sponge, tennis, playground)
- 5.15 use a variety of small equipment (e.g., rope, hoop, ball, beanbag) to practise jumping over, around, and through
- 5.16 kick a ball at a large target (e.g., larger ball, hoop, pylon, partner)
- 5.17 skip with a short rope forward and backward

# Science 1

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Physical Science: Materials, Objects, and Our Senses

#### THE SENSES

- identify each of the senses and demonstrate how each of the senses helps us to recognize, describe, and safely use a variety of materials (100-9)
- demonstrate and describe change in materials using the five senses (100-11, 101-3, 101-4)

#### OBJECTS ARE MADE FROM MATERIALS

- compare and describe various materials and report the results using a variety of formats (202-4, 100-13)

**PROPERTIES OF MATERIALS**

- predict and connect investigations on various materials, recording the results (200-3, 200-4, 201-5, 203-3)

**CONSTRUCTING OBJECTS**

- select, explain, and describe ways to use appropriate materials while constructing objects (101-5, 103-3)
- identify, solve, and evaluate problems that arise while constructing objects (200-2, 202-7, 203-1)

**Life Science: Needs and Characteristics of Living Things****CHARACTERISTICS OF LIVING THINGS**

- identify, conduct, measure, and record observations about animals and plants using appropriate terminology (201-5, 100-8, 203-2)
- listen and respond to another student's description of an animal or plant (203-4)

**NEEDS OF LIVING THINGS**

- question, explore, observe, and identify the similarities and differences in how living things are able to meet their needs (200-1, 100-4, 100-5, 100-7)
- recognize that humans and other living things depend on their environment and identify personal actions that can contribute to a healthy environment (103-2)

**INVESTIGATING BALANCE**

- identify and investigate common characteristics of humans (100-8)
- identify and use a variety of materials, information, and ideas to explore balance (201-7)

**Earth and Space Science: Daily and Seasonal Changes****INTRODUCTION TO CYCLES: DAILY/SEASONAL CHANGES IN HEAT AND LIGHT**

- identify and record the days of the week, the names of the seasons, and predict the type of weather for various seasons (200-3, 203-2)
- describe ways of qualitatively measuring and recording environmental changes that occur in daily and seasonal cycles (101-6)
- observe and describe daily and seasonal changes in heat and light from the sun (100-14)

**DAILY CHANGES IN LIVING THINGS**

- investigate and describe, using a variety of formats, how the daily changes affect the characteristics, behaviours, and locations of living things (200-1, 102-4, 201-5)

**SEASONAL CHANGES IN LIVING THINGS**

- predict and communicate questions and answers to investigations about seasonal changes and describe these changes (202-9, 102-5, 202-7, 203-1)
- place materials and objects in a sequence or group according to various sorts (202-2)
- investigate and describe human preparations for seasonal changes (103-4)

# Social Studies 1

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future



# Specific Curriculum Outcomes

## Conceptual Organizer: Interactions

Students will be expected to

### UNIT ONE: GROUPS

- 1.1.1 demonstrate an understanding of the importance of interactions between people
  - give examples of interactions between people
  - recognize reasons why interactions are an important part of our daily life
  - demonstrate an understanding that interactions depend on communication
- 1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups
  - demonstrate an understanding that people join together to form social and cultural groups
  - demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together
  - recognize that children (local, national, and global) form a group
- 1.1.3 demonstrate an understanding that people within groups have rights and responsibilities
  - identify basic rights and responsibilities
  - give examples of rights and responsibilities that are common to children
  - demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
  - demonstrate an ability to solve conflicts through co-operation and peaceful means
  - take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

### UNIT TWO: ENVIRONMENTS

- 1.2.1 recognize that environments have natural and constructed features (local, national, and global)
  - identify and describe major natural features in their area, their province, Canada, and the world
  - identify and describe examples of the constructed environment in their area, their province, Canada, and the world
- 1.2.2 describe how peoples depend upon and interact with different natural environments
  - give examples of how climate and weather influence human activities (local, national, and global)
  - give examples of how natural environments influence human activities (local, national, and global)
  - recognize that our way of life and our environment are affected by the presence and the use of natural resources
- 1.2.3 take age-appropriate action to practise responsible behaviour in caring for the environment
  - identify examples of conservation and sustainability
  - explain how conservation and sustainability are important to the environment
  - promote sustainable practices on a local, national, and global level

**UNIT THREE: PLACE AND TIME**

- 1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations
- identify and develop signs and symbols used in legends on maps and globes
  - give verbal directions using relative terms for different locations
  - recognize that maps and globes are used to represent the world
  - use signs and symbols on simple maps to identify and locate features within the school, community, and province
  - create and use simple maps and/or models
  - create and use pictures or develop symbols to represent features on a map
- 1.3.2 demonstrate an understanding that the way people live in their community evolves over time
- develop an understanding of time concepts
  - identify reasons for settlement and development of the local community
  - identify and describe changes in their local community over time
  - create a simple time line to record events in their community’s history
  - recognize that their community consists of people and places with interesting stories to tell
- 1.3.3 demonstrate an understanding that Aboriginal peoples’ relationship with place has changed over time
- recognize that there are Aboriginal peoples
  - compare where Aboriginal peoples live today and lived in the past
  - give examples of past and present interaction between Aboriginal peoples and place
- 1.3.4 explain how interactions between communities (local, national, and global) have changed over time
- recognize that various kinds of communities exist in their province, country, and the world
  - identify and describe how changes in transportation have allowed communities to interact more closely with one another
  - identify and describe how changes in communication have allowed communities to interact more closely with one another

**UNIT FOUR: NEEDS AND WANTS**

- 1.4.1 recognize that all people have needs and wants
- recognize that all people have similar needs
  - give examples of how wants vary from person to person due to a variety of factors
  - demonstrate age-appropriate actions that show respect for other people’s needs and wants
- 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met
- identify different ways people’s needs and wants are met
  - give examples of services/facilities that meet the needs and wants of people
  - recognize the need for people to co-operate with each other in their community to meet their various needs and wants
  - recognize the importance of volunteer work
  - identify some of the factors that influence their choices as consumers
- 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services
- recognize the difference between goods and services
  - give examples to show that communities produce different goods
  - recognize that services available in one community may be different from those available in other communities

# Visual Arts 1

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 demonstrate that personal feelings, ideas, and understandings can be expressed through art making
- 1.2 use a range of materials and processes
- 1.3 use one or more of the visual elements and principles of art and design in art making
- 2.1 work individually and with others in art making
- 3.1 recognize that there are a variety of art forms
- 3.2 recognize art as an expression of culture
- 3.3 recognize that people create art for a variety of reasons
- 3.4 identify various forms of technology used to make art
- 4.1 show respect for their own work and that of others
- 4.2 share and talk about their art
- 4.3 use their senses to discover similarities and differences in art
- 5.1 discover art as a way of expressing ideas
- 5.2 explore language that is used to talk about art
- 5.3 explore artwork from a variety of cultural/historical contexts

- 6.1 explore the natural and built environment
- 6.2 identify different types of media
- 6.3 explore art and artists within their community
- 6.4 recognize art as a way of expressing ideas and points of view

# **Grade 2**



# English Language Arts 2

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions
  
- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts
  
- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children’s literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
  - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
  - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were “fire” would it have a “t” at the end?)
  - use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
  - read silently, vocalizing only when a major problem with word recognition or meaning occurs
  - visually survey the text when reading and abandon finger pointing unless a problem occurs
  - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
  - use blending as one strategy for decoding words
  - recognize a wide variety of sight words
  - use a dictionary
  - identify main idea and supporting details of a text
  - identify principles of order in text (time, cause and effect, space)
  - interpret figurative language
  - use clues from the text and personal experiences to gain an understanding of character
  - recognize different emotions and empathize with literary characters
  - recognize the elements of a story or plot
  - use prereading/previewing strategies, such as
    - > predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
    - > making connections between what they read and their own experiences and knowledge
    - > setting their own purposes for reading/viewing
    - > asking themselves questions about what they want to find out
  - use during reading/viewing strategies, such as
    - > verifying and adjusting predictions/making further predictions
    - > making connections between what they read and their own experiences and knowledge
    - > visualizing characters, settings, and situations (making pictures in their minds)
  - use after-reading/viewing strategies such as
    - > reflecting about the text
    - > responding to the text (through talking, writing, or some other means of representation)
    - > asking questions about the text
- 4.5 describe their own reading and viewing processes and strategies
- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
  - identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs



- use basic reference materials and a database or electronic search
  - reflect on their own research process
- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
  - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspective of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping
- 8.1 use writing and other forms of representation to
- formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing
- 9.1 create written and media texts using a variety of forms
- experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
- make choices about form for a specific purpose/audience
  - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning
- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
  - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
  - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)

- use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
  - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
- punctuation and capitalization
    - > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
    - > use periods at the ends of sentences and for abbreviations
    - > use commas in a series and in dates
    - > use apostrophes for possessives and contractions
    - > use question marks, exclamation marks, and quotation marks
  - language structure
    - > make subjects and verbs agree
    - > begin to use simple paragraphing
    - > use a variety of simple and more complex sentence structures
    - > use pronouns appropriately
  - spelling
    - > use meaning and syntax patterns as well as sound cues
    - > use a range of spelling strategies
    - > spell many words conventionally
    - > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
- engage in writing/representing activities for sustained periods of time
  - work willingly on revising and editing for an audience
  - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
- use an audio recorder to record dramatic presentations, readings of published work, and retellings
  - use a simple word processing program to draft, revise, edit, and publish
  - use a drawing program (computer software)
  - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
  - with assistance use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

# Health Education 2

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 demonstrate an understanding that the brain controls thoughts, feelings, and behaviours and that emotions can be felt in a positive or negative way
- 1.2 demonstrate and practise safety precautions and basic first aid skills within a variety of contexts
- 1.3 demonstrate an understanding that decisions they and others make have positive and/or negative outcomes
- 1.4 recognize the health benefits of being physically active and identify how and when they can be physically active for at least 30 minutes each day
- 1.5 recognize the impact that video gaming may have on leisure time and recreational activities

### **HEALTHY RELATIONSHIPS**

- 2.1 assess the qualities that make a good friend and practise ways to make and maintain friendships
- 2.2 demonstrate empathy for others
- 2.3 demonstrate an awareness that individuals and families have values, and that these values can contribute to healthy relationships and healthy decision-making
- 2.4 investigate the importance of water for the health of self, others, and the health of the environment
- 2.5 examine Canada's food guide and demonstrate an understanding that foods within each of the four food groups provide different nutrients that help us grow, develop, learn, play, be active, and keep healthy

**HEALTHY COMMUNITY**

- 3.1 differentiate between times when it is safe to share personal information including information on the internet and times when they should protect their personal information
- 3.2 demonstrate an awareness that communities create and follow rules that enhance health of self and others
- 3.3 practise being active on the playground in a way that promotes injury prevention for self and others

# Information and Communication Technology Integration Primary–3

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 3, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.
- BOC 3.1 safely use school media, computer equipment, and software to support their learning, with direct teacher assistance when required
- BOC 3.2 use a range of appropriate equipment, computer technology, and software to plan and create multimedia works that contain pictures, words, and sound to tell a story or report the results of their learning
- BOC 3.3 operate a classroom computer, log on and off the school network, launch and close software, save, edit, and print their work, with teacher assistance
- BOC 3.4 safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher assistance
- BOC 3.5 understand and use basic terminology related to the information and communication technology (ICT) they are using at their current grade level
- BOC 3.6 report malfunctioning equipment to the teacher

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.
- SEHI 3.1 share books, media, electronic information resources, and computer equipment
- SEHI 3.2 work collaboratively with teachers to develop responsibility for their personal safety while using ICT
- SEHI 3.3 respond personally and with developing critical awareness to a range of print, media, and electronic resources
- SEHI 3.4 begin to identify the values and points of view of resources as they select them for use

SEHI 3.5 include in their own work the copyrighted materials of others only when permission to do so has been received, with teacher or library staff assistance

SEHI 3.6 follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
  - the exploration of ideas
  - data collection
  - data manipulation, including the discovery of patterns and relationships
  - problem solving
  - the representation of learning

PTS 3.1 present their learning by selecting media and software appropriate to the content and purpose, with teacher assistance

PTS 3.2 identify and describe ways in which information available for use at this level can be created, stored, used, represented, and transmitted with teacher assistance

PTS 3.3 use manipulatives, data gathering instruments, and software, to explore, analyze, and represent concepts under study, with teacher assistance

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication

CT 3.1 use information and communication technology to correspond and collaborate; and to research and share their ideas with others, with teacher assistance

CT 3.2 select and use information and communication technology resources in addition to paper and print-based learning materials, with teacher assistance

CT 3.3 begin to explore and use a range of investigative strategies and technology to create, consider, and communicate their ideas for various purposes and audiences

### 5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.

RPSD 3.1 locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, and the Internet, with teacher assistance

RPSD 3.2 accurately use measuring devices and record their findings using electronic charts and graphs

RPSD 3.3 create and analyze electronic charts, maps, and graphs to predict patterns and relationships in information, and to support decision-making

RPSD 3.4 complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with teacher assistance

RPSD 3.5 acknowledge the sources of their information using simple citation formats, with teacher assistance

# Mathematics 2

## General Curriculum Outcomes

Students will be expected to

- demonstrate number sense
- use patterns to describe the world and solve problems
- represent algebraic expressions in multiple ways
- use direct and indirect measure to solve problems
- describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them
- describe and analyze position and motion of objects and shapes
- collect, display, and analyze data to solve problems
- use experimental or theoretical probabilities to represent and solve problems involving uncertainty

## Specific Curriculum Outcomes

Performance indicators are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether students have achieved the corresponding specific curriculum outcome.

### Process Standards Key

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

### NUMBER (N)

- N01** Students will be expected to say the number sequence by
- 1s, forward and backward, starting from any point to 200
  - 2s, forward and backward, starting from any point to 100
  - 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100
  - 10s, starting from any point, to 100 [C, CN, ME, R]

#### *Performance Indicators*

- N01.01 Extend counting sequence (by 1s), forward and backward.
- N01.02 Extend a given skip counting sequence (by 2s, 5s, or 10s) forward and backward.
- N01.03 Skip count by 10s, given any number as a starting point.
- N01.04 Identify and correct errors and omissions in a given skip counting sequence.
- N01.05 Count a given sum of money with pennies, nickels, or dimes (to 100¢).
- N01.06 Count quantity using groups of 2s, 5s, or 10s and counting on.

**N02** Students will be expected to demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]

*Performance Indicators*

N02.01 Use concrete materials or pictorial representations to determine if a given number is even or odd.

N02.02 Identify even and odd numbers in a given sequence, such as on a hundred chart.

N02.03 Sort a given set of numbers as even numbers and odd numbers.

**N03** Students will be expected to describe order or relative position using ordinal numbers (up to tenth). [C, CN, R]

*Performance Indicators*

N03.01 Indicate a position of a specific object in a sequence by using ordinal numbers up to tenth.

N03.02 Compare the ordinal position of a specific object in two different given sequences.

**N04** Students will be expected to represent and partition numbers to 100. [C, CN, V]

*Performance Indicators*

N04.01 Represent a given number using concrete materials, such as ten-frames and base-ten materials.

N04.02 Represent a given number using coins (pennies, nickels, dimes, and quarters).

N04.03 Represent a given number using tallies.

N04.04 Represent a given number pictorially.

N04.05 Find examples of a given number in the environment.

N04.06 Represent a given number using expressions (e.g.,  $24 + 6$ ,  $15 + 15$ ,  $40 - 10$ )

N04.07 Read a number (0–100) given in symbolic or word form.

N04.08 Record in words a given number (0–20).

N04.09 Record, symbolically, any number (0–100).

**N05** Students will be expected to compare and order numbers up to 100. [C, CN, R, V]

*Performance Indicators*

N05.01 Compare and order a given set of numbers in ascending or descending order and verify the result using a hundred chart, number line, ten-frames, or by making references to place value.

N05.02 Identify errors in a given ordered sequence.

N05.03 Identify missing numbers in a given hundred chart.

N05.04 Identify errors in a given hundred chart.

**N06** Students will be expected to estimate quantities to 100 by using referents. [C, ME, PS, R]

*Performance Indicators*

N06.01 Estimate a given quantity by comparing it to a referent (known quantity).

N06.02 Estimate the number of groups of ten in a given quantity using 10 as a referent.

N06.03 Select between two possible estimates for a given quantity and explain the choice.



**N07** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]

*Performance Indicators*

- N07.01 Explain and show with counters the meaning of each digit for a given 2-digit numeral with both digits the same.
- N07.02 Count the number of objects in a given set using groups of 10s and 1s, and record the result as a 2 digit numeral under the headings of 10s and 1s.
- N07.03 Describe a given 2-digit numeral in at least two ways.
- N07.04 Illustrate using ten-frames and diagrams that a given numeral consists of a certain number of groups of ten and a certain number of ones.
- N07.05 Illustrate using proportional base-ten materials that a given numeral consists of a certain number of tens and a certain number of ones.
- N07.06 Explain why the value of a digit depends on its placement within a numeral.
- N07.07 Represent one unit if shown a pre-grouped model representing ten.

**N08** Students will be expected to demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R]

*Performance Indicators*

- N08.01 Add zero to a given number and explain why the sum is the same as the addend.
- N08.02 Subtract zero from a given number and explain why the difference is the same as the given number.

**N09** Students will be expected to demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by

- using personal strategies for adding and subtracting with and without the support of manipulatives
- creating and solving problems that involve addition and subtraction
- explaining and demonstrating that the order in which numbers are added does not affect the sum
- explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference [C, CN, ME, PS, R, V]

*Performance Indicators*

- N09.01 Solve a given story problem of any type by modelling it with materials or a diagram, and write a number sentence that represents the thinking in the solution.
- N09.02 Solve a given story problem of any type by writing a number expression and combining the numbers to complete the number sentences.
- N09.03 Match a number sentence to a given story problem.
- N09.04 Create an addition or a subtraction number sentence and a story problem for a given solution.
- N09.05 Model addition and subtraction using concrete materials or visual representations and record the process symbolically.
- N09.06 Add a given set of numbers in two different ways and explain why the sum is the same.
- N09.07 Recognize and create equivalent addition and subtraction number sentences.

**N10** Students will be expected to apply mental mathematics strategies to quickly recall basic addition facts to 18 and determine related subtraction facts. [C, CN, ME, R, V]

*Performance Indicators*

- N10.01 Explain the mental mathematics strategy that could be used to determine basic addition facts.
- Doubles Facts
  - Plus One Facts
  - One-Apart (Near Doubles) Facts
  - Plus Two Facts
  - Plus Zero Facts
  - Make-10 Facts
  - Two-Apart Facts
  - Plus Three Facts
- N10.02 Use and describe a personal strategy for determining a sum to 18.
- N10.03 Quickly recall basic addition facts to 18 in a variety of contexts.
- N10.04 Explain the think-addition strategy used to determine a basic subtraction fact.
- N10.05 Use and describe a personal strategy for determining the subtraction facts.

**PATTERNS AND RELATIONS (PR)**

**PR01** Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating, patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]

*Performance Indicators*

- PR01.01 Identify the core of a given repeating pattern.
- PR01.02 Describe and extend a given double attribute pattern.
- PR01.03 Create a repeating non-numerical pattern and explain the rule.
- PR01.04 Predict an element of a given repeating pattern using a variety of strategies and extend the pattern up to the tenth element to verify the prediction.
- PR01.05 Translate a repeating pattern from one mode to another.
- PR01.06 Compare two given repeating patterns, and describe how they are alike/different.

**PR02** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, and creating numerical patterns (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]

*Performance Indicators*

- PR02.01 Identify and describe increasing patterns in a variety of given contexts.
- PR02.02 Represent a given increasing pattern concretely and pictorially.
- PR02.03 Identify errors in a given increasing pattern.
- PR02.04 Explain the rule used to create a given increasing pattern.
- PR02.05 Create an increasing pattern and explain the pattern rule.
- PR02.06 Represent a given increasing pattern using another mode.
- PR02.07 Solve a given problem using increasing patterns.
- PR02.08 Identify and describe increasing patterns in the environment.
- PR02.09 Determine missing terms in a given concrete, pictorial, or symbolic increasing pattern and explain the reasoning.

**PR03** Students will be expected to demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]

*Performance Indicators*

- PR03.01 Determine whether two given quantities of the same object (same shape and mass) are equal by using a balance scale.
- PR03.02 Construct and draw two unequal sets using the same object (same shape and mass) and explain the reasoning.
- PR03.03 Demonstrate how to change two given sets, equal in number, to create inequality.
- PR03.04 Choose from three or more given sets the one that does not have a quantity equal to the others and explain why.

**PR04** Students will be expected to record equalities and inequalities symbolically, using the equal symbol or not equal symbol. [C, CN, R, V]

*Performance Indicators*

- PR04.01 Determine whether two sides of a given number sentence are equal (=) or not equal ( ). Write the appropriate symbol and justify the answer.
- PR04.02 Model equalities using a variety of concrete representations and record the equality.
- PR04.03 Model inequalities using a variety of concrete representations and record the inequality.

## **MEASUREMENT (M)**

**M01** Students will be expected to demonstrate an understanding of the calendar and the relationships among days, weeks, months, and years. [C, CN, PS, R]

*Performance Indicators*

- M01.01 Read a calendar.
- M01.02 Name and order the days of the week and months of the year.
- M01.03 Communicate the number of days in a week and the number of months in a year.
- M01.04 Solve a given problem involving time which is limited to the number of days in a week and the number of months in a year.

**M02** Students will be expected to relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass. [C, CN, ME, R, V]

*Performance Indicators*

- M02.01 Explain why one of two given non-standard units may be a better choice for measuring the length of an object.
- M02.02 Explain why one of two given non-standard units may be a better choice for measuring the mass of an object.
- M02.03 Select a non-standard unit for measuring the length or mass of an object and explain why it was chosen.
- M02.04 Estimate the number of non-standard units needed for a given measurement task.
- M02.05 Explain why the number of units of a measurement will vary depending upon the unit of measure used.

**M03** Students will be expected to compare and order objects by length, height, distance around, and mass using non-standard units and make statements of comparison. [C, CN, ME, R, V]

*Performance Indicators*

M03.01 Estimate, measure, and record the length, height, distance around, or mass of a given object using non-standard units.

M03.02 Compare and order the measure of two or more objects in ascending or descending order and explain the method of ordering.

**M04** Students will be expected to measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process). [C, ME, R, V]

*Performance Indicators*

M04.01 Explain why overlapping or leaving gaps does not result in accurate measures.

M04.02 Count the number of non-standard units required to measure the length of a given object using a single copy or multiple copies of a unit.

M04.03 Estimate and measure a given object using multiple copies of a non-standard unit and using a single copy of the same unit many times, and explain the results.

M04.04 Estimate and measure, using non-standard units, a given length that is not a straight line.

**M05** Students will be expected to demonstrate that changing the position of an object does not alter the measurements of its attributes. [C, R, V]

*Performance Indicator*

M05.01 Measure a given object, change the position, remeasure, and explain the results.

## **GEOMETRY (G)**

**G01** Students will be expected to sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule. [C, CN, R, V]

*Performance Indicators*

G01.01 Determine the differences between two given presorted sets and explain the sorting rule.

G01.02 Identify and name two common attributes of items within a given sorted group.

G01.03 Sort a given set of 2-D shapes (regular and irregular) according to two attributes and explain the sorting rule.

G01.04 Sort a given set of 3-D objects according to two attributes and explain the sorting rule.

**G02** Students will be expected to recognize, name, describe, compare, and build 3-D objects, including cubes and other prisms, spheres, cones, cylinders, and pyramids. [C, CN, R, V]

*Performance Indicators*

G02.01 Sort a given set of 3-D objects and explain the sorting rule.

G02.02 Identify common attributes of cubes and other prisms, spheres, cones, cylinders, and pyramids from given sets of the same 3-D objects.

G02.03 Identify and describe given 3-D objects with different dimensions.

G02.04 Identify and describe given 3-D objects with different positions.

G02.05 Create and describe a representation of a given 3-D object using materials such as modelling clay.

G02.06 Identify and name examples of cubes and other prisms, spheres, cones, cylinders, and pyramids found in the environment.

**G03** Students will be expected to recognize, name, describe, compare and build 2-D shapes, including triangles, squares, rectangles, and circles. [C, CN, R, V]

*Performance Indicators*

G03.01 Sort a given set of 2-D shapes and explain the sorting rule.

G03.02 Identify common attributes of triangles, squares, rectangles, and circles from given sets of the same type of 2-D shapes.

G03.03 Identify given 2-D shapes with different dimensions.

G03.04 Identify given 2-D shapes with different positions.

G03.05 Identify and name examples of triangles, squares, rectangles, and circles found in the environment.

G03.06 Create a model to represent a given 2-D shape.

G03.07 Create a pictorial representation of a given 2-D shape.

**G04** Students will be expected to identify 2-D shapes as part of 3-D objects in the environment. [C, CN, R, V]

*Performance Indicators*

G04.01 Compare and match a given 2-D shape, such as a triangle, square, rectangle, or circle, to the faces of 3-D objects in the environment.

G04.02 Name the 2-D faces of a given 3-D object.

## **STATISTICS AND PROBABILITY (SP)**

**SP01** Students will be expected to gather and record data about self and others to answer questions. [C, CN, PS, V]

*Performance Indicators*

SP01.01 Formulate a question that can be answered by gathering information about self and others.

SP01.02 Organize data as it is collected using concrete objects, tallies, checkmarks, charts, or lists.

SP01.03 Answer questions using collected data.

**SP02** Students will be expected to construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]

*Performance Indicators*

SP02.01 Determine the common attributes of concrete graphs by comparing a given set of concrete graphs.

SP02.02 Determine the common attributes of pictographs by comparing a given set of pictographs.

SP02.03 Answer questions pertaining to a given concrete graph or pictograph.

SP02.04 Create a concrete graph to display a given set of data and draw conclusions.

SP02.05 Create a pictograph to represent a given set of data using one-to-one correspondence.

SP02.06 Solve a given problem by constructing and interpreting a concrete graph or pictograph.

# Music 2

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 demonstrate an awareness of rhythmic/melodic concepts, form, and texture in music
- 1.2.1 explore and use tone colour to express thoughts, experiences, and feelings
- 1.2.2 discover and experiment with a range of ways of expressing thoughts, experiences, and feelings through music, with emphasis on texts and tone colour
- 1.2.3 explore a variety of rhythmic/melodic concepts and forms to create, make, and present music
- 1.2.4 improvise simple melodic and rhythmic ostinato accompaniments
- 1.3.1 perform and record simple rhythmic and melodic patterns, using standard or adapted notation
- 2.1.1 sing alone and with others with emphasis on diction and use of simple ostinati
- 2.1.2 improvise simple rhythmic and melodic ostinato accompaniments
- 2.2.1 use movement to enhance their music making
- 2.3.1 explore songs about the natural world
- 3.2.1 explore music they encounter in the community and the purposes it serves in community life
- 3.3.1 explore instruments from a variety of cultures including those found in the music of Atlantic Canada
- 4.1.1 compare music of various cultures

- 4.2.1 explore singing games from a variety of cultures
- 5.1.1 explore ways in which their own lives and circumstances influence the music they make and create
- 5.1.2 explore and make connections between culture and music
- 5.2.1 use music and visual imagery to interpret their world
- 6.1.2 respond to music with emphasis on metre, melodic direction, timbre, and in-tune singing
- 6.2.1 describe their own and others' music making with emphasis on beat, tempo, dynamics, high/low, and same/different
- 6.3.1 explore possibilities and make choices during the music-making process
- 7.1.1 recognize by sign and by sound commonly used classroom instruments
- 7.2.1 explore various technologies for expressive music making, including electronic sound sources
- 8.2.1 share ideas and feelings with others during their music making
- 8.3.1 talk about their reasons for making and creating music

# Physical Education 2

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### BASIC MOVEMENT

- 1.1 demonstrate an understanding of safety rules in physical education classes
- 1.2 respond and react to stop and start signals (e.g., use drum, whistle, voice) using speed as a variable
- 1.3 experience a variety of ways of moving in relation to a stationary partner or object
- 1.4 experience combining shapes, levels, and pathways into simple sequences
- 1.5 demonstrate an understanding of the effect of physical activity on one's heart
- 1.6 demonstrate a variety of warm-up and cool-down activities

### ALTERNATIVE ENVIRONMENTS

- 2.1 participate in a clean-up at a local beach or park
- 2.2 experience coasting on a nearby hill
- 2.3 participate in building a mini log cabin using dead sticks in a nearby wooded area
- 2.4 brainstorm the hazards of going sledding and going to the beach
- 2.5 experience playing a game in a variety of environments (e.g., hide-and-seek in a wooded restricted area, snow-golf)



**DANCE**

- 3.1 experience dancing to a variety of music with varying tempos or speeds
- 3.2 demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate
- 3.3 experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)
- 3.4 perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)
- 3.5 demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity
- 3.6 perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**EDUCATIONAL GYMNASTICS**

- 4.1 take responsibility for the safety of oneself and others when using gymnastic equipment
- 4.2 select and perform activity-specific stretches for gymnastics manoeuvres
- 4.3 demonstrate ways to manage own body weight while hanging and climbing
- 4.4 demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways
- 4.5 experience the qualities of light and strong force through a variety of gymnastics sequences
- 4.6 perform different body shapes in the air when jumping off the ground or low-level equipment
- 4.7 emphasize resilience in the landing
- 4.8 perform a jump, land, and roll in any direction
- 4.9 demonstrate an understanding of proper spotting procedures when using large apparatus

**SKILL DEVELOPMENT**

- 5.1 demonstrate using the inside of the foot to send and collect a ball
- 5.2 demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle
- 5.3 send a ball along the ground and through the air with a body part and an implement to a stationary partner
- 5.4 run and kick a ball that is moving slowly toward or away from him/her, using the instep
- 5.5 use an overhand throw, so that the ball travels in different pathways in the air and covers different distances
- 5.6 in a small group situation, use dodging skills to catch a soft, lightweight object
- 5.7 use a variety of objects (balls, beanbags) to practise throwing at a target
- 5.8 recognize that skill development requires practice
- 5.9 dribble a ball, using hands and feet
- 5.10 strike a ball with a bat from a tee or cone, using the correct grip and side orientation
- 5.11 strike a ball repeatedly using different body parts and implements
- 5.12 demonstrate an understanding of the significance of boundaries used in various activities
- 5.13 demonstrate an understanding of the different roles in various game situations
- 5.14 create a sequence using a variety of rope swings
- 5.15 demonstrate ways to skip with a rope, forward and backward
- 5.16 perform a variety of single-rope skipping skills

- 5.17 demonstrate and perform the continuous turning of a long rope with a partner
- 5.18 demonstrate the ability to enter and exit a moving long rope
- 5.19 demonstrate ways to kick a ball at a small target (e.g., foot, leg)

# Science 2

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Physical Science: Relative Position and Motion

#### POSITION

- use materials to build objects that move in a specific manner and describe the object's position relative to other objects (201-3, 100-23, 203-2)
- describe the position of objects from different perspectives and answer questions that arise from how different students view the same object (100-24, 202-9)

#### MOTION

- investigate and describe motion in terms of patterns of movement, change in position, and orientation relative to other objects and identify factors that affect movement (100-25, 100-22)
- question, demonstrate, and assess simple conclusions about the various factors that affect the motion of an object (200-3, 200-1, 200-2)
- compare and evaluate the abilities of their constructed objects to move (202-8)

## Physical Science: Liquids and Solids

### THE THREE STATES OF WATER

- predict, investigate, and describe the characteristics of and changes in the three states of water (103-6, 200-3)
- make and record relevant observations during questioning and investigating the interactions of liquids and solids, using written language, pictures, and charts (201-5, 200-1)

### PROPERTIES AND INTERACTIONS OF FAMILIAR LIQUIDS AND SOLIDS

- examine and record the properties and interactions of familiar liquids and solids (100-17, 100-18, 201-5)
- demonstrate and communicate their evaluations of sinking and floating as they relate to various liquids and objects (202-2, 100-21, 202-8, 203-3)

### MIXING LIQUIDS AND SOLIDS TO MAKE NEW AND USEFUL MATERIALS

- select and use solids, liquids, and appropriate tools to create new materials that have characteristics different from the original components (100-19, 200-4, 201-3, 100-20)
- identify and use a variety of sources to get ideas for creating new materials (201-7)
- describe and demonstrate ways we use our knowledge of solids and liquids to maintain a clean and healthy environment (102-8)

## Earth and Space Science: Air and Water in the Environment

### AIR

- demonstrate that air is a substance and communicate their findings by conducting multiple activities (203-1, 102-10, 201-3)
- observe changes in air conditions in indoor and outdoor environments and describe and interpret these changes (100-26)

### FORMS AND CHANGES IN MOISTURE

- identify and measure evidence of moisture in the environment, in materials, and in living things (102-9, 201-3)
- describe changes in the location, amount, and form of moisture and investigate and identify conditions that can affect these changes (100-27, 200-4, 201-5)

### MATERIALS AND MOISTURE

- predict, investigate, and communicate the properties of materials according to their ability to absorb water (200-3, 200-4, 200-1, 203-3)
- describe the effects of weather and ways to protect things under different weather conditions (103-7)

**PROTECTING OUR WATER SOURCES**

- identify examples of water in the environment and describe ways that water is obtained, distributed, and used (102-11)
- identify the importance of clean water for humans, and suggest ways they could conserve water (103-8)

**Life Science: Animal Growth and Changes****INVESTIGATING THE NEEDS AND LIFE CYCLE OF AN ORGANISM**

- select and use materials to observe an organism's life cycle and ask questions about the organism's needs and changes in growth (200-1, 200-4)
- describe and record observations, in various formats, of changes in the appearance and activity of an organism through its life cycle (101-7, 201-5, 203-3, 102-6)
- propose suggestions for meeting the needs of the organism being investigated and draw conclusions about its growth patterns or stages based on observations (202-7)
- identify new questions about the needs and growth patterns of other organisms (202-9)

**COMPARING LIFE CYCLES OF FAMILIAR ANIMALS**

- compare and make predictions about the life cycles of familiar animals (100-15, 200-3)
- describe features of natural and human-made environments that support the health and growth of some familiar animals (102-7)

**HUMAN GROWTH AND DEVELOPMENT**

- describe changes in humans as they grow and contrast human growth with that of other organisms (100-16)
- identify the basic food groups and describe actions and decisions that support a healthy lifestyle (103-5)

# Social Studies 2

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

# Specific Curriculum Outcomes

## Conceptual Organizer: Change

Students will be expected to

### UNIT ONE: PEOPLE

- 2.1.1 describe changes in their lives and their reactions to these changes
  - describe different stages in their lives
  - predict and explain needs and wants at different stages in their lives
  - describe feelings when confronted with change
  - recognize that there will always be change in their lives
- 2.1.2 demonstrate an understanding of how individuals and groups have contributed to change
  - identify and represent through mapping or modelling various changes that have taken place within their community
  - identify ways individuals and groups have contributed to change
  - recognize the importance of teamwork in bringing about change
- 2.1.3 explain how decisions made by individuals and diverse groups result in change (local, national, and global)
  - give examples that show decision-making is an important part of life
  - recognize that decisions are made in various ways and serve various purposes
  - identify people who are chosen, hired, or elected to help groups make decisions and bring about change
- 2.1.4 predict ways their community might change in the future and how they can contribute to that future
  - identify and explain examples of changes that may take place in their community in the future
  - identify ways they can contribute to future changes in their community

### UNIT TWO: TECHNOLOGY

- 2.2.1 describe and evaluate the role of technology in their lives
  - identify examples of different kinds of technology
  - describe the technologies that affect their everyday lives
  - assess the effect of technology on their lives
- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests
  - identify selected technological milestones
  - describe how lifestyles of the past are different from today due to technological changes
  - predict how changes in technology might affect individuals and communities in the future
  - give examples of the positive and negative impact of technology (local, national, and global)

### UNIT THREE: ECONOMICS

- 2.3.1 give examples of how children and their families use economic decision making as consumers
  - give examples to show that the exchange of money is the most common way to obtain goods and services
  - identify different ways people acquire an income

- identify different strategies used by consumers to make good economic decisions
  - create an action plan that models good economic decision-making
- 2.3.2 explain how supply and demand affects price
- demonstrate an understanding of the concept of supply and demand
  - identify factors that can affect supply and demand
  - explain why prices change
- 2.3.3 demonstrate an understanding of the changing nature of work over time
- explain how work, including children’s work, has changed from the past to the present
  - explain why occupations have changed over time
  - give examples of paid work, unpaid work and volunteerism
  - predict how work might change in the future

#### **UNIT FOUR: ENVIRONMENT**

- 2.4.1 explain how and why physical environments change over time
- identify some causes of change in their environment that occur naturally
  - recognize that people modify and change their environment according to their needs and wants
- 2.4.2 describe how people’s interactions with their environment have changed over time
- give examples of how Aboriginal peoples interacted with the environment
  - describe how people depended on their environment to survive and build communities
  - describe how their local environment has changed over time as people’s needs and wants have changed
  - identify the effects of community growth and development on the local environment
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)
- identify and locate a variety of environments and natural resources (local, national, and global)
  - describe sustainability issues (local, national, and global)
  - plan, carry out, and evaluate a conservation activity



# Visual Arts 2

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express through art making personal feelings, ideas, and understandings
- 1.2 use various materials and processes exploring possibilities and limitations
- 1.3 use a combination of the visual elements and principles of art and design in art making
- 2.1 work individually and with others in the creative art making process
- 3.1 demonstrate an awareness of a broad variety of art forms
- 3.2 demonstrate an appreciation of art in world cultures
- 3.3 describe a variety of reasons for which people create art
- 3.4 explore images using technology
- 4.1 celebrate with pride and respect their own work and that of others
- 4.2 share thoughts and ideas about artworks
- 4.3 recognize that there are many ways of perceiving and knowing
- 5.1 recognize art as a way of expressing ideas and points of view
- 5.2 ask questions about and respond to art in various ways
- 5.3 investigate cultural/historical influences on artworks and the lives of artists

- 6.1 demonstrate sensitivity towards the natural and built environment
- 6.2 investigate the role of the media in daily life
- 6.3 investigate art and artists within their community
- 6.4 explore art as a way of expressing ideas and points of view

# **Grade 3**



# English Language Arts 3

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions
  
- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts
  
- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children’s literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
  - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
  - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were “fire” would it have a “t” at the end?)
  - use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
  - read silently, vocalizing only when a major problem with word recognition or meaning occurs
  - visually survey the text when reading and abandon finger pointing unless a problem occurs
  - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
  - use blending as one strategy for decoding words
  - recognize a wide variety of sight words
  - use a dictionary
  - identify main idea and supporting details of a text
  - identify principles of order in text (time, cause and effect, space)
  - interpret figurative language
  - use clues from the text and personal experiences to gain an understanding of character
  - recognize different emotions and empathize with literary characters
  - recognize the elements of a story or plot
  - use prereading/previewing strategies, such as
    - > predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
    - > making connections between what they read and their own experiences and knowledge
    - > setting their own purposes for reading/viewing
    - > asking themselves questions about what they want to find out
  - use during reading/viewing strategies, such as
    - > verifying and adjusting predictions/making further predictions
    - > making connections between what they read and their own experiences and knowledge
    - > visualizing characters, settings, and situations (making pictures in their minds)
  - use after-reading/viewing strategies such as
    - > reflecting about the text
    - > responding to the text (through talking, writing, or some other means of representation)
    - > asking questions about the text
- 4.5 describe their own reading and viewing processes and strategies
- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
  - identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs

- use basic reference materials and a database or electronic search
  - reflect on their own research process
- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
  - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspective of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping
- 8.1 use writing and other forms of representation to
- formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing
- 9.1 create written and media texts using a variety of forms
- experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
- make choices about form for a specific purpose/audience
  - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning
- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
  - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
  - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)

- use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
  - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
- punctuation and capitalization
    - > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
    - > use periods at the ends of sentences and for abbreviations
    - > use commas in a series and in dates
    - > use apostrophes for possessives and contractions
    - > use question marks, exclamation marks, and quotation marks
  - language structure
    - > make subjects and verbs agree
    - > begin to use simple paragraphing
    - > use a variety of simple and more complex sentence structures
    - > use pronouns appropriately
  - spelling
    - > use meaning and syntax patterns as well as sound cues
    - > use a range of spelling strategies
    - > spell many words conventionally
    - > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
- engage in writing/representing activities for sustained periods of time
  - work willingly on revising and editing for an audience
  - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
- use a tape recorder to tape dramatic presentations, readings of published work, and retellings
  - use a simple word processing program to draft, revise, edit, and publish
  - use a drawing program (computer software)
  - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
  - with assistance use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning



# Gaelic 3–9

## General Curriculum Outcomes

### *CÒMHRADH AGUS EISTEACHD / SPEAKING AND LISTENING*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *AIRE AIR CULTUR / CULTURAL AWARENESS*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhraidh agus Eisteachd / Speaking and Listening*

#### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

KSCO 2: demonstrate an understanding of and convey basic information about common topics

KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)

1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)

1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

3.1 respond to classroom directives (e.g., *Suidh sìos!*)

**STAGE 2: CEUM AIR ADHART / DEVELOPING****Home and Community**

Students will be expected to

- KSCO 4: demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self
- KSCO 5: demonstrate an understanding of and use information about common topics and past events
- KSCO 6: demonstrate an understanding of and use language for giving instructions and directions and respond to same
- KSCO 7: demonstrate an understanding of and use simple expressions of feelings and opinions

- 4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)
- 5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)
- 6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)
- 7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

**STAGE 3: COMAS / INDEPENDENT USE****Occupations and Pastimes**

Students will be expected to

- KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
  - KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
  - KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
  - KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences
- 8.1 independently initiate and engage in conversation
  - 9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)
  - 10.1 give instructions and directions conveying several items of information related to school activities and situations
  - 11.1 share information about personal experiences
  - 11.2 share personal reflections

## *Leughadh agus Sgrìobhadh / Reading and Writing*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 12: identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension

KSCO 14: read and respond to texts consisting of language from a familiar context

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 15: read familiar texts to extract specific information

KSCO 16: read and write to respond to texts using more complex structures

KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

## *Aire air Cultur / Cultural Awareness*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 18: recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 19: demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 20: demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Health Education 3

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 recognize the choices they make in their day-to-day lives affect their physical, social, mental, and emotional health
- 1.2 explore the function of the brain and ways to protect it
- 1.3 identify substances that are not used for medicinal purposes
- 1.4 demonstrate an appreciation for being physically active in the outdoor environment and practise what to do if lost or injured in the woods

### **HEALTHY RELATIONSHIPS**

- 2.1 identify ways in which families promote and protect the physical, social, mental, and emotional health of one another
- 2.2 demonstrate an understanding that friendships can encounter difficulties and explore ways to manage these difficulties when they arise

### **HEALTHY COMMUNITY**

- 3.1 demonstrate an awareness that all citizens have rights and responsibilities including responsibility for respecting and protecting the rights of ourselves and those of others
- 3.2 demonstrate an awareness that people living in their province have values, traditions, and beliefs that influence food choices
- 3.3 differentiate between media messages that promote health and media messages that are industry driven
- 3.4 demonstrate an understanding that the healthiest foods come from natural sources and differentiate between whole and processed foods
- 3.5 identify forms of active transportation and practise measures to prevent injury and protect themselves from harm while participating in such activities

# Information and Communication Technology Integration Primary–3

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 3, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

- BOC 3.1 safely use school media, computer equipment, and software to support their learning, with direct teacher assistance when required
- BOC 3.2 use a range of appropriate equipment, computer technology, and software to plan and create multimedia works that contain pictures, words, and sound to tell a story or report the results of their learning
- BOC 3.3 operate a classroom computer, log on and off the school network, launch and close software, save, edit, and print their work, with teacher assistance
- BOC 3.4 safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher assistance
- BOC 3.5 understand and use basic terminology related to the information and communication technology (ICT) they are using at their current grade level
- BOC 3.6 report malfunctioning equipment to the teacher

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

- SEHI 3.1 share books, media, electronic information resources, and computer equipment
- SEHI 3.2 work collaboratively with teachers to develop responsibility for their personal safety while using ICT
- SEHI 3.3 respond personally and with developing critical awareness to a range of print, media, and electronic resources
- SEHI 3.4 begin to identify the values and points of view of resources as they select them for use
- SEHI 3.5 include in their own work the copyrighted materials of others only when permission to do so has been received, with teacher or library staff assistance
- SEHI 3.6 follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
  - the exploration of ideas
  - data collection
  - data manipulation, including the discovery of patterns and relationships
  - problem solving
  - the representation of learning

PTS 3.1 present their learning by selecting media and software appropriate to the content and purpose, with teacher assistance

PTS 3.2 identify and describe ways in which information available for use at this level can be created, stored, used, represented, and transmitted with teacher assistance

PTS 3.3 use manipulatives, data gathering instruments, and software, to explore, analyse, and represent concepts under study, with teacher assistance

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication

CT 3.1 use information and communication technology to correspond and collaborate; and to research and share their ideas with others, with teacher assistance

CT 3.2 select and use information and communication technology resources in addition to paper and print-based learning materials, with teacher assistance

CT 3.3 begin to explore and use a range of investigative strategies and technology to create, consider, and communicate their ideas for various purposes and audiences

### 5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.

RPSD 3.1 locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, and the Internet, with teacher assistance

RPSD 3.2 accurately use measuring devices and record their findings using electronic charts and graphs

RPSD 3.3 create and analyse electronic charts, maps, and graphs to predict patterns and relationships in information, and to support decision-making

RPSD 3.4 complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with teacher assistance

RPSD 3.5 acknowledge the sources of their information using simple citation formats, with teacher assistance

# Mathematics 3

## General Curriculum Outcomes

Students will be expected to

- demonstrate number sense
- use patterns to describe the world and solve problems
- represent algebraic expressions in multiple ways
- use direct and indirect measure to solve problems
- describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them
- describe and analyze position and motion of objects and shapes
- collect, display, and analyze data to solve problems
- use experimental or theoretical probabilities to represent and solve problems involving uncertainty

## Specific Curriculum Outcomes

Performance indicators are statements that identify specific expectations of the depth, breadth, and expectations for the outcome. Teachers use these statements to determine whether students have achieved the corresponding specific curriculum outcome.

### Process Standards Key

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

### NUMBER (N)

**N01** Students will be expected to say the number sequence forward and backward by

- 1s through transitions to 1000
- 2s, 5s, 10s, or 100s, using any starting point to 1000
- 3s, using starting points that are multiples of 3 up to 100
- 4s, using starting points that are multiples of 4 up to 100
- 25s, using starting points that are multiples of 25 up to 200. [C, CN, ME]

#### *Performance Indicators*

- N01.01 Extend the number sequence by 1s, particularly through transition from decade to decade and century to century.
- N01.02 Extend a given skip counting sequence by 2s, 5s, 10s, or 100s, forward and backward, using a given starting point.
- N01.03 Extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3 up to 100.
- N01.04 Extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4 up to 100.
- N01.05 Extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25 up to 200.
- N01.06 Identify and correct errors and omissions in a given skip counting sequence.



N01.07 Determine the value of a given set of coins (nickels, dimes, quarters, and loonies) by using skip counting.

N01.08 Identify and explain the skip counting pattern for a given number sequence.

**N02** Students will be expected to represent and partition numbers to 1000. [C, CN, V]

*Performance Indicators*

N02.01 Read a given three-digit numeral without using the word and.

N02.02 Read a given number word (0 to 1000).

N02.03 Represent a given number as an expression.

N02.04 Represent a given number concretely and pictorially in a variety of ways.

N02.05 Write number words for given multiples of ten to 90.

N02.06 Write number words for given multiples of a hundred to 900.

N02.07 Record numerals for numbers expressed orally, concretely, or pictorially.

**N03** Students will be expected to compare and order numbers up to 1000. [CN, R, V]

*Performance Indicators*

N03.01 Place a given set of numbers in ascending or descending order and verify the result using a number chart or other models.

N03.02 Create as many different 3-digit numerals as possible, given three different digits. Place the numbers in ascending or descending order.

N03.03 Identify errors in a given ordered sequence.

N03.04 Identify missing numbers in parts of a given number chart and on a number line.

N03.05 Identify errors in a given number chart and on a number line.

N03.06 Place numbers on a number line containing benchmark numbers for the purpose of comparison.

N03.07 Compare numbers based on a variety of methods, and record the comparison using words and symbols ( $=$ ,  $>$  and  $<$ ).

**N04** Students will be expected to estimate quantities less than 1000 using referents. [ME, PS, R, V]

*Performance Indicators*

N04.01 Estimate the number of groups of ten in a given quantity using 10 as a referent (known quantity).

N04.02 Estimate the number of groups of a hundred in a given quantity using 100 as a referent.

N04.03 Estimate a given quantity by comparing it to a referent.

N04.04 Select an estimate for a given quantity by choosing among three possible choices.

N04.05 Select and justify a referent for determining an estimate for a given quantity.

**N05** Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]

*Performance Indicators*

N05.01 Record, in more than one way, the number represented by given proportional and non-proportional concrete materials in traditional and non-conventional formats.

N05.02 Represent a given number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent; e.g., 351 can be represented as three 100s, five 10s, and one 1s; or two 100s, fifteen 10s and one 1s; or three 100s, four 10s, and eleven 1s.

- N05.03 Record a given number in additive expanded form.
- N05.04 Record a number represented by base-ten blocks arranged in a non-conventional format.

**N06** Students will be expected to describe and apply mental mathematics strategies for adding two 2-digit numerals. [C, ME, PS, R, V]

*Performance Indicators*

- N06.01 Explain mental mathematics strategies that could be used to determine a sum.
- Ten and some more
  - Tens and some more
  - Quick addition
  - Addition facts to 10 applied to multiples of 10
  - Addition on the hundred chart
  - Adding on
  - Make ten
  - Compensation
  - Compatible numbers
- N06.02 Use and describe a personal strategy for determining a sum.
- N06.03 Determine a sum of two 2-digit numerals efficiently, using mental mathematics strategies.

**N07** Students will be expected to describe and apply mental mathematics strategies for subtracting two 2-digit numerals. [C, ME, PS, R, V]

*Performance Indicators*

- N07.01 Explain mental mathematics strategies that could be used to determine a difference.
- Facts with minuends of 10 or less applied to multiples of 10
  - Quick subtraction
  - Subtraction on the hundred chart
  - Compensation
  - Back through ten
- N07.02 Use and describe a personal strategy for determining a difference.
- N07.03 Determine a difference of two 2-digit numerals efficiently, using mental mathematics strategies.

**N08** Students will be expected to apply estimation strategies to predict sums and differences of 1-, 2-, and 3-digit numerals in a problem-solving context. [C, ME, PS, R]

*Performance Indicators*

- N08.01 Explain estimation strategies that could be used to determine an approximate sum or difference.
- N08.02 Use and describe a strategy for determining an estimate.
- N08.03 Estimate the solution for a given story problem involving the sum or difference of up to two 3-digit numerals.

- N09** Students will be expected to demonstrate an understanding of addition and subtraction of numbers (limited to 1-, 2-, and 3-digit numerals) with answers to 1000 by
- using personal strategies for adding and subtracting with and without the support of manipulatives
  - creating and solving problems in context that involve addition and subtraction of numbers concretely, pictorially, and symbolically [C, CN, ME, PS, R]

*Performance Indicators*

- N09.01 Model the addition of two or more given numbers using concrete or visual representations and record the process symbolically.
- N09.02 Model the subtraction of two given numbers using concrete or visual representations and record the process symbolically.
- N09.03 Create an addition or subtraction story problem for a given solution.
- N09.04 Determine the sum of two given numbers using a personal strategy, e.g., for  $326 + 48$ , record  $300 + 60 + 14$ .
- N09.05 Determine the difference of two given numbers using a personal strategy, e.g., for  $127 - 38$ , record  $2 + 80 +$  or  $127 - 20 - 10 - 8$ .
- N09.06 Solve a given problem involving the sum or difference of two given numbers.

- N10** Students will be expected to apply mental mathematics strategies and number properties to develop quick recall of basic addition facts to 18 and related basic subtraction facts.  
[C, CN, ME, R, V]

*Performance Indicators*

- N10.01 Describe a mental mathematics strategy that could be used to determine a given basic addition fact up to  $9 + 9$ .
- N10.02 Explain how the commutative (order-doesn't-matter) property and the identity (no-change-with-zero) property can assist in addition fact learning.
- N10.03 Describe a mental mathematics strategy that could be used to determine a given basic subtraction fact with minuends up to 18 and subtrahends up to 9.
- N10.04 Recognize which facts could be determined by a given strategy.
- N10.05 Quickly recall basic addition facts to 18 and related subtraction facts in a variety of contexts.

- N11** Students will be expected to demonstrate an understanding of multiplication to  $5 \times 5$  by
- representing and explaining multiplication using equal grouping and arrays
  - creating and solving problems in context that involves multiplication
  - modelling multiplication using concrete and visual representations and recording the process symbolically
  - relating multiplication to repeated addition
  - relating multiplication to division [C, CN, PS, R]

*Performance Indicators*

- N11.01 Identify events from experience that can be described as multiplication.
- N11.02 Represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence.
- N11.03 Represent a given multiplication expression as repeated addition.
- N11.04 Represent a given repeated addition as multiplication.
- N11.05 Create and illustrate a story problem for a given number sentence and/or expression.
- N11.06 Represent, concretely or pictorially, equal groups for a given number sentence.
- N11.07 Represent a given multiplication expression using an array.

- N11.08 Create an array to model the commutative property of multiplication.  
N11.09 Relate multiplication to division by using arrays and writing related number sentences.  
N11.10 Solve a given problem in context involving multiplication.

- N12** Students will be expected to demonstrate an understanding of division by
- representing and explaining division using equal sharing and equal grouping
  - creating and solving problems in context that involve equal sharing and equal grouping
  - modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically
  - relating division to repeated subtraction
  - relating division to multiplication

(Limited to division related to multiplication facts up to  $5 \times 5$ .) [C, CN, PS, R]

*Performance Indicators*

- N12.01 Identify events from experience that can be described as equal sharing.  
N12.02 Identify events from experience that can be described as equal grouping.  
N12.03 Illustrate, with counters or a diagram, a given story problem involving equal sharing, presented orally or through shared reading, and solve the problem.  
N12.04 Illustrate, with counters or a diagram, a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem.  
N12.05 Listen to a story problem, represent the numbers using manipulatives or a diagram and record the problem with a number sentence and/or expression.  
N12.06 Create and illustrate with counters, a story problem for a given number sentence and/or expression.  
N12.07 Represent a given division sentence and/or expression as repeated subtraction.  
N12.08 Represent a given repeated subtraction as a division sentence.  
N12.09 Relate division to multiplication by using arrays and writing related number sentences.  
N12.10 Solve a given problem involving division.

- N13** Students will be expected to demonstrate an understanding of fractions by
- explaining that a fraction represents a part of a whole
  - describing situations in which fractions are used
  - comparing fractions of the same whole with like denominators [C, CN, ME, R, V]

*Performance Indicators*

- N13.01 Describe everyday situations where fractions are used.  
N13.02 Represent a given fraction concretely or pictorially.  
N13.03 Identify, model, and explain the meaning of numerator and denominator.  
N13.04 Sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting.  
N13.05 Name and record the fraction represented by the shaded and non-shaded parts of a given region.  
N13.06 Compare given fractions with the same denominator using models.

**PATTERNS AND RELATIONS (PR)**

**PR01** Students will be expected to demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating numerical (numbers to 1000) patterns and non-numerical patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]

*Performance Indicators*

- PR01.01 Identify and describe increasing patterns.
- PR01.02 Describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues.
- PR01.03 Extend a pattern, using the pattern rule, for the next three terms.
- PR01.04 Compare numeric patterns.
- PR01.05 Identify and explain errors in a given increasing pattern.
- PR01.06 Create a concrete, pictorial, or symbolic representation of an increasing pattern for a given pattern rule.
- PR01.07 Create a concrete, pictorial, or symbolic increasing pattern and describe the pattern rule.
- PR01.08 Solve a given problem using increasing patterns.
- PR01.09 Identify and describe the strategy used to determine a missing term in a given increasing pattern.
- PR01.10 Use ordinal numbers (to 100th) to refer to or to predict terms within an increasing pattern.

**PR02** Students will be expected to demonstrate an understanding of decreasing patterns by describing, extending, comparing, and creating numerical (numbers to 1000) patterns and non-numerical patterns using manipulatives, diagrams, sounds, and actions. [C, CN, PS, R, V]

*Performance Indicators*

- PR02.01 Identify and describe decreasing patterns.
- PR02.02 Describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues.
- PR02.03 Extend a pattern using the pattern rule for the next three terms.
- PR02.04 Compare numeric patterns.
- PR02.05 Identify and explain errors in a given decreasing pattern.
- PR02.06 Create a concrete, pictorial, or symbolic representation of a decreasing pattern for a given pattern rule.
- PR02.07 Create a concrete, pictorial, or symbolic decreasing pattern and describe the pattern rule.
- PR02.08 Solve a given problem using decreasing patterns.
- PR02.09 Identify and describe the strategy used to determine a missing term in a given decreasing pattern.
- PR02.10 Use ordinal numbers (to 100th) to refer to or to predict terms within a decreasing pattern.

**PR03** Students will be expected to solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]

*Performance Indicators*

- PR03.01 Explain the purpose of the symbol in a given addition and in a given subtraction equation with one unknown.
- PR03.02 Create an addition or subtraction equation with one unknown to represent a given combination or separate action.
- PR03.03 Provide an alternative symbol for the unknown in a given addition or subtraction equation.

- PR03.04 Solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives.
- PR03.05 Solve a given addition or subtraction equation with one unknown using a variety of strategies including guess and check.
- PR03.06 Explain why the unknown in a given addition or subtraction equation has only one value.

## MEASUREMENT (M)

**M01** Students will be expected to relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]

### *Performance Indicators*

- M01.01 Select and use a non-standard unit of measure, such as television shows or pendulum swings, to measure the passage of time and explain the choice.
- M01.02 Identify activities that can or cannot be accomplished in minutes, hours, days, weeks, months, and years.
- M01.03 Provide personal referents for minutes and hours.
- M01.04 Select and use a standard unit of measure, such as minutes, hours, days, weeks, and months to measure the passage of time and explain the choice.

**M02** Students will be expected to relate the number of seconds to a minute, the numbers of minutes to an hour, the numbers of hours to a day, and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]

### *Performance Indicators*

- M02.01 Determine the number of days in any given month using a calendar.
- M02.02 Solve a given problem involving the number of seconds in a minute, the number of minutes in an hour, the number of hours in a day, or the number of days in a given month.
- M02.03 Create a calendar that includes days of the week, dates, and personal events.

**M03** Students will be expected to demonstrate an understanding of measuring length (cm, m) by

- selecting and justifying referents for the units centimetre or metre (cm, m)
- modelling and describing the relationship between the units centimetre or metre (cm, m)
- estimating length using referents
- measuring and recording length, width, and height [C, CN, ME, PS, R, V]

### *Performance Indicators*

- M03.01 Provide a personal referent for one centimetre and explain the choice.
- M03.02 Provide a personal referent for one metre and explain the choice.
- M03.03 Match a given standard unit to a given referent.
- M03.04 Show that 100 centimetres is equivalent to 1 metre by using concrete materials.
- M03.05 Estimate the length of an object using personal referents.
- M03.06 Determine and record the length and width of a given 2-D shape.
- M03.07 Determine and record the length, width or height of a given 3-D object.
- M03.08 Draw a line segment of a given length using a ruler.
- M03.09 Sketch a line segment of a given length without using a ruler.

- M04** Students will be expected to demonstrate an understanding of measuring mass (g, kg) by
- selecting and justifying referents for the units gram and kilogram (g, kg)
  - modelling and describing the relationship between the units gram and kilogram (g, kg)
  - estimating mass using referents
  - measuring and recording mass [C, CN, ME, PS, R, V]

*Performance Indicators*

- M04.01 Provide a personal referent for one gram and explain the choice.
- M04.02 Provide a personal referent for one kilogram and explain the choice.
- M04.03 Match a given standard unit to a given referent.
- M04.04 Explain the relationship between 1000 grams and 1 kilogram using a model.
- M04.05 Estimate the mass of a given object using personal referents.
- M04.06 Measure, using a balance scale, and record the mass of given everyday objects using the units gram (g) and kilogram (kg).
- M04.07 Provide examples of 3-D objects that have a mass of approximately 1 g, 100 g, and 1 kg.
- M04.08 Determine the mass of two given similar objects with different masses and explain the results.
- M04.09 Determine the mass of an object, change its shape, re-measure its mass and explain the results.

- M05** Students will be expected to demonstrate an understanding of perimeter of regular, irregular, and composite shapes by

- estimating perimeter using referents for centimetre or metre (cm, m)
- measuring and recording perimeter (cm, m)
- create different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]

*Performance Indicators*

- M05.01 Measure and record the perimeter of a given regular shape and explain the strategy used.
- M05.02 Measure and record the perimeter of a given irregular or composite shape and explain the strategy used.
- M05.03 Construct a shape for a given perimeter (cm, m).
- M05.04 Construct or draw more than one shape for the same given perimeter.
- M05.05 Estimate the perimeter of a given shape (cm, m) using personal referents.

## **GEOMETRY (G)**

- G01** Students will be expected to describe 3-D objects according to the shape of the faces and the number of edges and vertices. [C, CN, PS, R, V]

*Performance Indicators*

- G01.01 Identify the faces, edges, and vertices of given 3-D objects, including spheres, cones, cylinders, pyramids, cubes and other prisms.
- G01.02 Identify the shape of the faces of a given 3-D object.
- G01.03 Determine the number of faces, edges, and vertices of a given 3-D object.
- G01.04 Sort a given set of 3-D objects according to the number of faces, edges, or vertices.

- G02** Students will be expected to name, describe, compare, create, and sort regular and irregular polygons, including triangles, quadrilaterals, pentagons, hexagons, and octagons according to the number of sides. [C, CN, R, V]

*Performance Indicators*

- G02.01 Classify a given set of regular and irregular polygons according to the number of sides.
- G02.02 Identify given regular and irregular polygons having different dimensions.
- G02.03 Identify given regular and irregular polygons having different positions.

**STATISTICS AND PROBABILITY (SP)**

**SP01** Students will be expected to collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions. [C, CN, V]

*Performance Indicators*

- SP01.01 Record the number of objects in a given set using tally marks.
- SP01.02 Determine the common attributes of line plots by comparing line plots in a given set.
- SP01.03 Organize a given set of data using tally marks, line plots, charts, or lists.
- SP01.04 Collect and organize data using tally marks, line plots, charts, and lists.
- SP01.05 Answer questions arising from a given line plot, chart, or list.
- SP01.06 Answer questions using collected data.

**SP02** Students will be expected to construct, label, and interpret bar graphs to solve problems. [PS, R, V]

*Performance Indicators*

- SP02.01 Determine the common attributes, title, and axes of bar graphs by comparing bar graphs in a given set.
- SP02.02 Create bar graphs from a given set of data including labelling the title and axes.
- SP02.03 Draw conclusions from a given bar graph to solve problems.
- SP02.04 Solve problems by constructing and interpreting a bar graph.



# Music 3

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 explore and use harmony and texture to communicate thoughts, experiences, and feelings
- 1.2.1 explore a range of materials and techniques to create, make, and present music
- 1.3.1 experiment with a range of ways of communicating thoughts, experiences, and feelings through music, with an emphasis on notational styles
- 1.3.2 notate, using standard or invented notation, a soundscape
- 2.1.1 improvise simple melodic and rhythmic ostinato accompaniments
- 2.1.2 create and present a soundscape
- 2.2.1 interpret songs and instrumental pieces, combining music and movement
- 2.3.1 create and present songs with rhythmic accompaniment that express personal meaning
- 2.3.2 sing alone and with others with emphasis on expressive singing, reading, phrasing, range, and more complex textures (e.g., rounds, vocal ostinati)
- 3.2.1 describe music they encounter in their school, at home, and in the community, and the variety of purposes for which it is used
- 3.3.1 explore and make connections between the culture and music of Atlantic Canada
- 4.1.1 demonstrate respect for music and musicians of various cultures

- 4.2.1 explore vocal and instrumental music of various cultures
- 4.4.1 explore ways in which music expresses and enhances their life experiences
- 5.1.1 explore a variety of influences on music that they and others create and present
- 5.1.2 explore and make connections between the personal circumstances of composers and their musical works
- 5.2.1 explore connections between music and other arts disciplines
- 6.1.1 respond to music with emphasis on tone set, articulation, texture, timbre and in-tune part singing
- 6.1.2 share ideas and feelings about each others' responses to music
- 6.2.1 describe their own and others' music making with emphasis on tone set, articulation, texture and timbre
- 6.3.1 explore different solutions and make choices during the music-making process
- 7.1.1 explore the use of musical technologies of the past and present
- 7.2.1 identify sound sources and their expressive effects
- 7.3.1 experiment with available technologies for creating and making music
- 8.1.1 understand that there are many reasons for music making
- 8.2.1 demonstrate confidence in sharing ideas and feelings with others during their music making
- 8.3.1 describe in various ways their reasons for creating a particular piece of music

# Physical Education 3

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### BASIC MOVEMENT

- 1.1 demonstrate an understanding of safety rules in physical education classes
- 1.2 respond and react to stop and start signals (e.g., use drum, whistle, voice) using speed as a variable
- 1.3 experience a variety of ways of moving in relation to a stationary partner or object
- 1.4 experience combining shapes, levels, and pathways into simple sequences
- 1.5 demonstrate an understanding of the effect of physical activity on one's heart
- 1.6 demonstrate a variety of warm-up and cool-down activities

### ALTERNATIVE ENVIRONMENTS

- 2.1 participate in a clean-up at a local beach or park
- 2.2 experience coasting on a nearby hill
- 2.3 participate in building a mini log cabin using dead sticks in a nearby wooded area
- 2.4 brainstorm the hazards of going sledding and going to the beach
- 2.5 experience playing a game in a variety of environments (e.g., hide-and-seek in a wooded restricted area, snow-golf)

**DANCE**

- 3.1 experience dancing to a variety of music with varying tempos or speeds
- 3.2 demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate
- 3.3 experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)
- 3.4 perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)
- 3.5 demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity
- 3.6 perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**EDUCATIONAL GYMNASTICS**

- 4.1 take responsibility for the safety of oneself and others when using gymnastic equipment
- 4.2 select and perform activity-specific stretches for gymnastics manoeuvres
- 4.3 demonstrate ways to manage own body weight while hanging and climbing
- 4.4 demonstrate ways to transfer weight over low equipment (e.g., hurdles, hoops, mats) in a variety of ways
- 4.5 experience the qualities of light and strong force through a variety of gymnastics sequences
- 4.6 perform different body shapes in the air when jumping off the ground or low-level equipment
- 4.7 emphasize resilience in the landing
- 4.8 perform a jump, land, and roll in any direction
- 4.9 demonstrate an understanding of proper spotting procedures when using large apparatus

**SKILL DEVELOPMENT**

- 5.1 demonstrate using the inside of the foot to send and collect a ball
- 5.2 move to catch an object in a small group (two on one keep away situation)
- 5.3 demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle
- 5.4 send a ball along the ground and through the air with a body part and an implement to a stationary partner
- 5.5 run and kick a ball that is moving slowly toward or away from him/her, using the instep
- 5.6 use an overhand throw, so that the ball travels in different pathways in the air and covers different distances
- 5.7 in a small group situation, use dodging skills to catch a soft, lightweight object
- 5.8 use a variety of objects (balls, beanbags) to practise throwing at a target
- 5.9 recognize that skill development requires practice
- 5.10 dribble a ball, using hands and feet
- 5.11 strike a ball with a bat from a tee or cone, using the correct grip and side orientation
- 5.12 strike a ball repeatedly using different body parts and implements
- 5.13 demonstrate an understanding of the significance of boundaries used in various activities
- 5.14 demonstrate an understanding of the different roles in various game situations
- 5.15 create a sequence using a variety of rope swings
- 5.16 demonstrate ways to skip with a rope, forward and backward
- 5.17 perform a variety of single-rope skipping skills

- 5.18 demonstrate and perform the continuous turning of a long rope with a partner
- 5.19 demonstrate the ability to enter and exit a moving long rope
- 5.20 demonstrate ways to kick a ball at a small target (e.g., foot, leg)

# Science 3

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Life Science: Plant Growth and Changes

#### INVESTIGATING GERMINATION AND GROWING CONDITIONS FOR PLANTS

- place seeds in groups according to one or more attributes (202-2)
- question and record relevant observations and measurements while investigating various growing conditions for plants (200-1, 201-5, 202-4)
- identify and describe parts of plants and their general function (100-28)
- identify, investigate, and suggest explanations for life needs of plants and describe how plants are affected by conditions in which they grow (100-29)

#### THE LIFE CYCLE OF A PLANT

- observe, describe, and measure, using written language, pictures, and charts, changes that occur through the life cycle of a flowering plant (201-3, 203-3, 202-4)
- observe and describe changes that occur through the life cycle of a flowering plant (100-30)

**USES FOR PLANTS**

- describe and respond to ways in which plants are important to living things and the environment and how the supply of useful plants is replenished (102-12, 102-13, 203-5)

**Earth and Space Science: Exploring Soils****INVESTIGATING SOILS COMPOSITION**

- ask questions and make predictions that lead to exploration and investigation about the composition of soil (200-1, 200-3)
- investigate, describe, and record a variety of soils and their components using words and diagrams (100-36, 100-37, 201-3, 201-5)

**WATER ABSORPTION OF SOILS**

- describe, predict, and compare the absorption of water by different types of soil (100-38, 200-3)
- communicate procedures and results of investigations related to water absorption of soils, using drawings, demonstrations, and/or written and oral descriptions (203-3)

**MOVING WATER AND SOIL**

- observe and describe the effects of moving water on different types of soil (100-39)

**INTERACTIONS OF LIVING THINGS AND SOIL**

- investigate and describe how living things affect and are affected by soils (100-35)

**TECHNOLOGICAL PRODUCTS AND PROCESSES RELATED TO SOIL**

- demonstrate and describe earth materials while exploring objects made from them (101-12, 203-1)

**Physical Science: Invisible Forces****MAGNETIC FORCES**

- investigate to identify and group materials that can be magnetized or attracted by magnets and distinguish these from materials that are not attracted to magnets (100-31, 202-2)
- investigate the polarity of a magnet, determine the orientation of its poles, and demonstrate that opposite poles attract and like poles repel (100-32)
- identify familiar uses of magnets (102-14)
- follow procedures and identify problems related to strength of temporary magnets and to magnetizing materials (200-2, 201-1)
- make predictions, record observations, and identify proposed questions about the number of objects that can be picked up by a magnet under different conditions (200-3, 201-5)
- construct and evaluate a toy that is moved by magnetic forces (201-3, 202-8)

**ELECTROSTATIC FORCES (FORCES ARISING FROM STATIC ELECTRICITY)**

- demonstrate and describe ways to use everyday materials to produce static electric charges and describe how charged materials interact (101-8)
- identify and investigate conditions that affect the force of magnets and of static electric materials (100-33, 202-7)
- identify questions and describe examples of the effects of static electricity in their daily lives and ways in which it can be used safely or avoided (102-15)

**Physical Science: Materials and Structures****PROPOSING SOLUTIONS TO BUILDING CHALLENGES**

- identify problems to be solved while creating structures (200-2)
- describe, evaluate, and investigate common materials, their suitability for use in building structures, and ways to join materials together (100-34, 101-11)
- identify shapes that are part of natural and human-built structures and describe ways in which these shapes help provide strength, stability, or balance (102-16)
- identify materials that could be used to solve the problem posed and suggest a plan for how they will be used through oral, written, and/or illustrated responses (200-5, 203-3)

**CREATING SOLUTIONS TO STRUCTURAL CHALLENGES**

- safely use and follow safety procedures while using appropriate tools and materials to construct structures (101-10, 201-3, 201-8)
- manipulate materials and respond to the ideas of others to make changes in creating structures as deemed necessary (201-2, 203-5)

**EVALUATING THE STRUCTURAL SOLUTION**

- test the strength and stability of a personally built structure, identify ways to increase its strength, stability, form, and structure, and identify parts of the structure that failed (202-8, 101-9)
- evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment (102-17)



# Social Studies 3

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

# Specific Curriculum Outcomes

## Conceptual Organizer: Provincial Identity

Students will be expected to

### UNIT ONE: PLACE

- 3.1.1 locate their province in the Atlantic region, Canada, North America, and the world
  - develop the concepts of location and scale
  - locate their province in relation to the other Atlantic Provinces
  - locate their province in relation to the other provinces and territories of Canada
  - locate their province in relation to North America and the world
- 3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region
  - locate specific land forms and bodies of water in their province and region
  - describe specific land forms and bodies of water in their province and region
  - describe the climates of the Atlantic region and how it affects their lives
  - describe the vegetation patterns of the Atlantic region
- 3.1.3 examine where people live and how people make a living in their province
  - compare the concepts of urban and rural
  - identify urban and rural communities in their province
  - recognize how location and natural resources influence the development of communities
  - explain how transportation and communication influence where people live and work in their province
  - explain how the exchange of goods and services creates economic opportunities in their province

### UNIT TWO: PEOPLES

- 3.2.1 examine the origins of the diverse peoples in their province
  - identify the various peoples in their province
  - explain why people chose to live in or migrate to a particular place
  - examine the major migrations into, out of, and within their province
  - explain how the diversity of their province has changed over time
- 3.2.2 examine how diverse peoples in their province express their culture
  - describe ways in which stories, folk tales, music, and artistic expression reflect the traditions and beliefs of particular cultural groups
  - recognize the role of language in cultural identity
  - examine how and why the customs and traditions of people in their province may change
- 3.2.3 take age-appropriate action to promote positive interactions among people
  - explain the importance of positive interactions among people
  - examine how stereotyping can lead to prejudice and discrimination
  - plan and carry out an action that promotes positive interactions among people

**UNIT THREE: CITIZENSHIP**

- 3.3.1 examine the purpose, function, and structure of governments in their province
- explain why governments make laws
  - recognize that there are different types of governments within their province
  - identify the main areas of provincial government responsibility
  - recognize that governments collect money to pay for the services they provide
  - describe how their provincial government is elected and organized
- 3.3.2 examine the rights and responsibilities of citizens in a democracy
- define citizenship
  - describe the attributes of a responsible citizen
  - examine children’s rights and responsibilities
  - describe how individuals demonstrate active citizenship (local, national, global)
- 3.3.3 demonstrate an understanding of how citizens participate in public decision making
- describe different methods of decision making
  - illustrate how decisions often result in change and can cause conflict
  - explain how individuals and groups can influence public decisions

# Visual Arts 3

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express through art making personal feelings, ideas, and understandings
- 1.2 use various materials and processes exploring possibilities and limitations
- 1.3 use a combination of the visual elements and principles of art and design in art making
- 2.1 work individually and with others in the creative art making process
- 3.1 demonstrate an awareness of a broad variety of art forms
- 3.2 demonstrate an appreciation of art in world cultures
- 3.3 describe a variety of reasons for which people create art
- 3.4 explore images using technology
- 4.1 celebrate with pride and respect their own work and that of others
- 4.2 share thoughts and ideas about artworks
- 4.3 recognize that there are many ways of perceiving and knowing
- 5.1 recognize art as a way of expressing ideas and points of view
- 5.2 ask questions about and respond to art in various ways
- 5.3 investigate cultural/historical influences on artworks and the lives of artists

- 6.1 demonstrate sensitivity towards the natural and built environment
- 6.2 investigate the role of the media in daily life
- 6.3 investigate art and artists within their community
- 6.4 explore art as a way of expressing ideas and points of view



# **Grade 4**





# English Language Arts 4

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- 1.2 ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)
- 1.3 explain personal opinions and respond to the questions and opinions of others
- 1.4 listen critically to others' ideas or opinions expressed
  
- 2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
- 2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to oral presentations (e.g., retell a story, sing a song)
  
- 3.1 show basic courtesies of conversation in group interactions
- 3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- 3.3 show an awareness of the kinds of language appropriate to different situations and audiences

- 4.1 select, with growing independence, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors
- 4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information
- 4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning
- 4.5 describe their own processes and strategies in reading and viewing
  
- 5.1 answer, with assistance, their own and others’ questions by seeking information from a variety of texts
  - determine their own and community (class) needs for information
  - recognize the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  - reflect on the process of generating and responding to their own and others’ questions
  
- 6.1 describe, share, and discuss their personal reactions to texts
- 6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators
  
- 7.1 use their background knowledge to question information presented in print and visual texts
- 7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view
- 7.3 respond critically to texts by
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them
  - identifying instances of prejudice and stereotyping
  
- 8.1 use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning
  - practise strategies for monitoring their own learning
- 8.2 experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)
- 8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing
  
- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - recognize that particular forms require the use of specific features, structures, and patterns
- 9.2 demonstrate an awareness of purpose and audience

- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  
- 10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an understanding of many conventions of written language in final products
  - correctly spell many familiar and commonly used words
  - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
  - demonstrate a growing awareness of appropriate syntax
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)
- 10.3 use technology with increasing proficiency in writing and other forms of representing
- 10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development
- 10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning

# Français de base 4e année

Veillez noter que tous les résultats d'apprentissage spécifiques introduits en 4e année seront développés en 5e et 6e années.

**RAG Communication :** L'élève devrait être capable de communiquer en français de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 4.1.1 suivre et donner des directives
- 4.1.2 se présenter, saluer
- 4.1.3 demander, donner des renseignements
- 4.1.4 exprimer et justifier ses désirs et ses préférences
- 4.1.5 identifier et décrire des objets, des animaux, des gens, des événements et des endroits qui font partie de son environnement
- 4.1.6 participer à des conversations, des jeux, des remue-méninges, des sondages, des saynètes
- 4.1.7 inviter
- 4.1.8 reconnaître des caractéristiques des différents types de textes écrits : *expressifs, informatifs, incitatifs, poétiques, ludiques*
- 4.1.9 lire pour trouver de l'information spécifique des journaux, des revues, des messages, des règles, des consignes, des livrets, des petites histoires, des chansons, des bandes dessinées, des ressources électroniques
- 4.1.10 réagir à l'aide de chants, de mimes, de dessins, d'art dramatique
- 4.1.11 composer des cartes de souhaits, des lettres, des descriptions simples, des reportages, des listes, des slogans, des légendes pour des illustrations et des cartes, des comptines, des chansons et des chants, des bandes dessinées, des mots croisés, des affiches, du courrier électronique
- 4.1.12 réviser et corriger son texte selon une liste de vérification/un modèle

**RAG Culture :** L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 4.2.1 reconnaître et décrire à l'oral et à l'écrit le fait acadien sur le plan local et provincial : *par exemple, les noms de la famille, des rues, des restaurants, des écoles et des lieux*
- 4.2.2 reconnaître et décrire à l'oral et à l'écrit certains aspects de la culture acadienne et des francophones dans les autres provinces, par exemple, *la nourriture, les fêtes*
- 4.2.3 comparer sa culture et celles des acadiens
- 4.2.4 écouter de la musique francophone populaire auprès des jeunes
- 4.2.5 nommer quelques musiciens acadiens et québécois, des athlètes, des politiciens, etc.
- 4.2.6 regarder/écouter les médias en français, y incluant l'internet
- 4.2.7 identifier quelques personnes célèbres représentant la mosaïque canadienne
- 4.2.8 chanter « Ô Canada »
- 4.2.9 chanter des chansons folkloriques traditionnelles
- 4.2.10 utiliser des comptines, des rimes associés aux jeux
- 4.2.11 se rendre compte que les étiquettes sont écrites dans les deux langues officielles
- 4.2.12 reconnaître que la publicité canadienne est dans les deux langues officielles

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 4.3.1 anticiper le sens d'un texte oral ou écrit
- 4.3.2 créer des liens entre un texte oral ou écrit et ses connaissances antérieures
- 4.3.3 utiliser des images, des représentations graphiques, des objets, des gestes et des actions pour communiquer
- 4.3.4 repérer des mots clés dans un texte
- 4.3.5 demander de répéter et/ou de ralentir
- 4.3.6 reconnaître les mots apparentés
- 4.3.7 reconnaître les mots amis
- 4.3.8 deviner selon le contexte
- 4.3.9 prendre des risques et accepter l'erreur
- 4.3.10 pratiquer
- 4.3.11 écouter attentivement et sélectivement
- 4.3.12 démontrer une tolérance pour l'ambiguïté
- 4.3.13 se servir des modèles de production
- 4.3.14 se servir d'une variété de ressources et de technologies
- 4.3.15 faire un retour réflexif sur son apprentissage
- 4.3.16 s'auto-évaluer
- 4.3.17 interagir et coopérer avec ses pairs : par exemple, *prendre son tour, accepter des suggestions apportées par les autres, partager l'information et l'équipement*

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

- 4.4.1 se présenter, saluer en se servant des phrases simples au présent
- 4.4.2 demander, donner des renseignements en se servant des phrases simples au présent; des interrogatives, des adjectifs
- 4.4.3 suivre et donner des directives en se servant de l'impératif, de l'infinitif
- 4.4.4 composer des textes différents en se servant des phrases simples au présent; l'impératif; la négation, l'interrogation

Veillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base à l'élémentaire – 1998* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 4e à 6e année.

# Gaelic 3–9

## General Curriculum Outcomes

### *CÒMHRADH AGUS EISTEACHD / SPEAKING AND LISTENING*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *AIRE AIR CULTUR / CULTURAL AWARENESS*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhraidh agus Eisteachd / Speaking and Listening*

#### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

KSCO 2: demonstrate an understanding of and convey basic information about common topics

KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)

1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)

1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

3.1 respond to classroom directives (e.g., *Suidh sìos!*)

## STAGE 2: CEUM AIR ADHART / DEVELOPING

### Home and Community

Students will be expected to

- KSCO 4: demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self
- KSCO 5: demonstrate an understanding of and use information about common topics and past events
- KSCO 6: demonstrate an understanding of and use language for giving instructions and directions and respond to same
- KSCO 7: demonstrate an understanding of and use simple expressions of feelings and opinions
- 4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)
- 5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)
- 6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)
- 7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

## STAGE 3: COMAS / INDEPENDENT USE

### Occupations and Pastimes

Students will be expected to

- KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
- KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
- KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
- KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences
- 8.1 independently initiate and engage in conversation
- 9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)
- 10.1 give instructions and directions conveying several items of information related to school activities and situations
- 11.1 share information about personal experiences
- 11.2 share personal reflections

## *Leughadh agus Sgrìobhadh / Reading and Writing*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 12: identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension

KSCO 14: read and respond to texts consisting of language from a familiar context

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 15: read familiar texts to extract specific information

KSCO 16: read and write to respond to texts using more complex structures

KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)



## *Aire air Cultur / Cultural Awareness*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 18: recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 19: demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 20: demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Health Education 4

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 describe the physical and emotional changes that take place during puberty
- 1.2 differentiate between gender roles and gender identity
- 1.3 demonstrate an awareness that values are an integral part in making healthy decisions and fostering healthy behaviour
- 1.4 differentiate between anxious feelings that we all have and signs of anxiety that are more serious, and identify people who can help
- 1.5 identify personal motivation factors that lead to participation in regular physical activity and recognize the importance of balancing physical activity with quiet sedentary leisure activities
- 1.6 demonstrate an understanding that children need at least 30 minutes of vigorous activity and 60 minutes of moderate activity each day for optimal growth and development

### **HEALTHY RELATIONSHIPS**

- 2.1 identify components of a healthy relationship
- 2.2 demonstrate an awareness of the link between positive self-identity and making healthy decisions that affect relationships and care of self

### **HEALTHY COMMUNITY**

- 3.1 demonstrate an awareness of the various forms of gambling, including video games and consider the risks associated with sharing personal information and pictures in online games
- 3.2 demonstrate an awareness of the toy industry and how this may connect to consumer behaviour
- 3.3 design safe active transportation routes through a creative process and promote ways to make walking or wheeling in their communities a safe practise

- 3.4 promote environmental awareness within the school community that demonstrates awareness of the connection between environment and health
- 3.5 describe ways they can prevent injuries from falls while involved in play, sport, and recreational experiences

# Information and Communication Technology Integration 4–6

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 6, in addition to the grade 3 outcomes, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

- BOC 6.1 (relates to 3.1) safely use school media and computer equipment, and software to support their learning, with growing independence
- BOC 6.2 (relates to 3.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance
- BOC 6.3 (relates to 3.3) demonstrate effective use of computer keyboards, mice, and other input devices to produce final documents and presentations
- BOC 6.4 (relates to 3.4, 3.4) maintain their electronic files and folders on the computer system and network
- BOC 6.5 (relates to 3.4) safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher supervision
- BOC 6.6 (relates to 3.5) understand and use with increasing facility, a wide range of terminology related to the technology they employ during their studies
- BOC 6.7 (relates to 3.6) report malfunctioning equipment to the teacher, and to provide anecdotal information that may be of help to maintenance technicians

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

- SEHI 6.1 (relates to 3.1) share information resources, media equipment and computer equipment
- SEHI 6.2 (relates to 3.2) demonstrate respect for the privacy and intellectual property of others, maintain their personal privacy and safety

- SEHI 6.3 (relates to 3.2) begin to identify social and ethical issues associated with the global access and distribution of information; and to develop concern for the accuracy of information, personal privacy and safety when in electronic environments such as Internet, with the assistance of the teacher
- SEHI 6.4 (relates to 3.3) identify changes in the ways that information is collected, represented and transmitted, and the impacts such changes have on individuals, communities, and cultures
- SEHI 6.5 (relates to 3.3) identify and use the social conventions of online communication during Internet communication
- SEHI 6.6 (relates to 3.4) identify and give specific examples where cultural values and experiences influence the information and entertainment products they use
- SEHI 6.7 (relates to 3.5) include in their own work the copyrighted materials of others only when permission to do so has been received
- SEHI 6.8 (relates to 3.6) follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 6.1 (relates to 3.1) select from a range of media and software to best represent the content and purpose of their learning with growing independence
- PTS 6.2 (relates to 3.2) identify and describe different ways in which information available for use at this level can be created, stored, used, represented, and transmitted with growing independence
- PTS 6.3 (relates to 3.3) collaborate with the teacher and peers to use software to brainstorm, develop a thought web, and outline ideas under study
- PTS 6.4 (relates to 3.1, 3.3) conduct simple research, then plan and create a representation of their learning, such as a storyboard, a multimedia presentation, an audio recording, a web page, or a print publication independently and in collaboration with others
- PTS 6.5 (relates to 3.4) record and edit still imaged, moving images, and sound to represent their learning to particular audiences, with teacher assistance
- PTS 6.6 (relates 3.1, 3.3) create navigable web pages and other forms of multimedia which incorporate text, still and moving images, and links to external resources independently and in collaboration with others
- PTS 6.7 (relates to 3.1, 3.3) create simple databases of information which they query to discover information patterns and relationships during research

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication
- CT 6.1 (relates to 3.1, 3.2) contribute to and learn from online discussions and websites designed for student curriculum use, with teacher supervision and assistance
- CT 6.2 (relates to 3.1, 3.3) send and receive electronic mail for curriculum purposes, and exchange files of curriculum-related information, with teacher assistance and direction

- CT 6.3 (relates to 3.2, 3.3) create, process, and represent their learning using language, conventions, and procedures associated with educational media and information and communication technology, with teacher assistance
- CT 6.4 (relates to 3.3) identify and give specific examples of how form, standards, conventions, and methods of information transmission affect students their age
- CT 6.5 (relates to 3.3) understand and apply basic principles of design and style in representing their learning

## **5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)**

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 6.1 (relates to 3.1) locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, online periodicals, and the Internet, with some teacher assistance
- RPSD 6.2 (relates to 3.2, 3.3) use appropriate technological tools for concept mapping, problem solving, observation, measurement, calculation, graphing and charting to explore concepts under study
- RPSD 6.3 (relates to 3.1, 3.2, 3.3) use research information to support arguments, with teacher support
- RPSD 6.4 (relates to 3.4) complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with some teacher assistance
- RPSD 6.5 (relates to 3.5) acknowledge the sources of their information using simple citation formats, with independence

# Mathematics 4

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 identify and model fractions and mixed numbers
- A2 interpret and model decimal tenths and hundredths
- A3 model and record numbers to 99 999
- A4 compare and order whole numbers
- A5 compare and order fractions
- A6 rename fractions with and without the use of models
- A7 compare and order decimals with and without models
  
- B1 add and subtract decimals involving tenths and hundredths, and whole numbers to five digits
- B2 demonstrate an understanding of multiplication meanings and applications
- B3 demonstrate an understanding of the various meanings of division
- B4 multiply 2- and 3-digit numbers by single-digit numbers concretely, pictorially, and symbolically
- B5 divide 2- and 3-digit whole numbers by a single-digit divisor
- B6 use models informally to add simple fractions with common denominators
- B7 demonstrate an understanding of the use of the open frame as a place holder for a digit on some occasions and for a number on other occasions
- B8 relate multiplication and division facts, using principles of these operations
- B9 demonstrate a knowledge of multiplication facts to  $9 \times 9$
- B10 demonstrate an understanding of various treatments of remainders in division situations
- B11 solve and create word problems involving whole number computations
- B12 solve and create word problems involving adding and subtracting decimals (to hundredths)
- B13 estimate sums and differences of whole numbers and decimals
- B14 estimate the product or quotient of 2- or 3-digit numbers and single-digit numbers
- B15 mentally solve appropriate addition and subtraction computations
- B16 mentally multiply 2-digit numbers by 10 or 100
- B17 use technology for computations involving many decimal places or large whole numbers

- C1 demonstrate an understanding of the relationship between adding decimals and adding whole numbers
- C2 apply the pattern identified when multiplying by increasing powers of ten
- C3 use patterns to solve computation problems
- C4 understand how a change in either  $a$  or  $b$  in  $a + b$ ,  $a - b$ ,  $a \times b$ , or  $a \div b$  will affect the result of the computation
- C5 represent multiplication facts either in a table or graphically
- C6 complete open sentences of the form  $a \times b = \square$ ,  $a \times \square = c$ ,  $a \div b = \square$ , and  $a \div \square = c$
- D1 recognize and demonstrate that objects of various shapes can have the same area
- D2 recognize and demonstrate that objects of the same area can have different perimeters
- D3 measure volume, using non-standard units
- D4 estimate and determine the volume of rectangular prisms, using centimetre cubes
- D5 recognize that the measure of an angle indicates an amount of turn
- D6 estimate and measure angles, using non-standard units
- D7 use a thermometer to read temperatures
- D8 estimate and measure in millimetres, centimetres, decimetres, metres, and kilometres
- D9 estimate and measure area in square centimetres
- D10 solve relevant problems involving millilitres and litres, grams and kilograms
- D11 relate dimensions and areas of rectangles to factors and products
- E1 draw various nets for rectangular prisms and cubes
- E2 construct models for various cylinders, cones, prisms, and pyramids
- E3 construct shapes given isometric drawings
- E4 explore relationships among 3-D shapes
- E5 find all possible composite figures that can be made from a given set of figures
- E6 recognize, name, describe, and construct acute and obtuse angles
- E7 recognize, name, describe, and construct equilateral, isosceles, and scalene triangles
- E8 make generalizations about the angle, side length, and parallel side properties of the various quadrilaterals
- E9 sort quadrilaterals under property headings
- E10 make generalizations about the number of vertices, edges, and faces of various prisms, pyramids, cones, and cylinders
- E11 predict and confirm the results of various 2-D figures under slides, reflections, and quarter/half turns
- E12 make generalizations about the reflective symmetry property of the various quadrilaterals
- F1 recognize and use a variety of methods for the collection and organization of data
- F2 describe data maxima, minima, range, and frequency
- F3 read and interpret bar graphs, line graphs, pictographs, and stem-and-leaf plots
- F4 display position, using ordered pairs on a grid
- F5 construct bar graphs, pictographs, and stem-and-leaf plots
- F6 interpolate data from a display
- F7 describe data, using the mean
- F8 explore real-world issues of interest to students and for which data collection is necessary to determine an answer



- G1 predict probabilities as either close to 0, near 1, or near
- G2 cite examples of everyday events with very high or very low probabilities
- G3 predict whether one simple outcome is more or less likely than another
- G4 use fractions to describe experimental probabilities

# Music 4

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 sing alone and with others, with emphasis on expressive singing, phrasing, range, and more complex textures including two- and three-part rounds and canons
- 1.2.1 identify ways that the elements of music are used to express thoughts, experiences, and feelings in their own and others' work
- 1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture through language, movement, and performance
- 1.3.1 sightread simple melodies from traditional notation with emphasis on stepwise movement and dynamics
- 1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on question and answer phrases
- 2.1.1 improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- 2.2.1 use specific materials, techniques, and forms to create, make and present music
- 2.2.2 sing alone and with others, with emphasis on expressive singing, reading, phrasing, range and more complex textures
- 2.3.1 participate in large- and small-ensemble music making

- 3.1.1 demonstrate an awareness of places in their community where they can learn about and experience music, including music of other cultures
- 3.2.1 describe their music-making experiences in their community
- 3.3.1 identify, describe, and compare instruments from a variety of cultural and historical contexts.
- 4.1.1 use their knowledge and experience to respect and value the musical contributions of cultural groups in their own community
- 4.2.1 explore the role music plays in the indigenous cultures of Canada
- 4.3.1 explore the work of various composers and musicians and their contribution to society, past and present
- 5.1.1 explore a range of ways that music may be used to reflect themes and ideas
- 5.1.2 explore and identify the relationship between work/working environment and music, past and present
- 5.2.1 identify connections between music and movement, including drama and dance
- 6.1.1 identify problems and possible solutions in the music-making process
- 6.2.1 use musical criteria to evaluate performance of classroom repertoire, with emphasis on melody and harmony
- 6.2.2 use knowledge of music elements to describe the music they hear
- 6.3.1 demonstrate respect for others' responses to music
- 7.1.1 recognize common orchestral and keyboard instruments by sight and sound
- 7.2.1 experiment with available technologies while creating and making music
- 7.3.1 explore the effects of changing technologies on common instruments
- 8.2.1 investigate the source of ideas for the music they listen to and make
- 8.3.1 explore their own musical work in light of what they intended

# Physical Education 4

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### ACTIVE LIVING

- 1.1 demonstrate an understanding of the importance and benefits of warm-up and cool-down activities
- 1.2 demonstrate knowledge of the location of the body's large muscle groups and use them to increase strength
- 1.3 perform locomotor activities of low, medium, and high intensity (e.g., walking, jogging, running)
- 1.4 develop a variety of skipping skills for use in an aerobic activity
- 1.5 demonstrate a willingness to participate in an intramural activity at lunch time or after school
- 1.6 identify and list benefits resulting from participation in different forms of physical activity
- 1.7 participate with and show respect for persons of like and different skill levels
- 1.8 identify good and bad foods and their effect on the body

**ALTERNATIVE ENVIRONMENTS**

- 2.1 experience using a community resource to participate in physical activity (e.g., pool, rink)
- 2.2 experience an outdoor activity in each of the four seasons
- 2.3 select appropriate clothing for different types of weather
- 2.4 participate in a schoolyard clean up program
- 2.5 participate in a walking or jogging program in preparation for hiking, orienteering, cross-country skiing
- 2.6 follow directions and symbols on a map of the school grounds, locating specific landmarks

**DANCE**

- 3.1 demonstrate ways to travel, changing speed and direction, in response to a variety of rhythms
- 3.2 perform simple rhythmic actions to songs
- 3.3 demonstrate ways to mirror and match the movements of a travelling partner to form sequences and dances
- 3.4 demonstrate ways to combine two or more movement patterns based on sets of either three or four beats into repeatable sequences or to music
- 3.5 perform a folk dance for a group (e.g., younger students, parents, senior citizens)
- 3.6 identify and describe how culture is reflected in folk dance
- 3.7 identify and compare the use of a variety of types of music used in dance, and appreciate and respect the place of each

**EDUCATIONAL GYMNASTICS**

- 4.1 apply appropriate safe spotting procedures for gymnastics activities
- 4.2 perform balance in a variety of positions using one, two, three, four, or five bases of support, demonstrating various shapes and body control (e.g., wide, narrow, curled)
- 4.3 demonstrate ways to travel, jump, land, and roll over low equipment (starting the roll with hands on the floor)
- 4.4 demonstrate a variety of rolls (e.g., shoulder, forward, back) using correct technique
- 4.5 experience using small equipment (e.g., hoops, ropes) to create a sequence of various gymnastic skills
- 4.6 create and perform simple sequences alone or with a partner involving rolling, weight transfers, and balances

**SKILL DEVELOPMENT**

- 5.1 throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion
- 5.2 perform dodging skills
- 5.3 dribble a ball using his/her feet and hands in a group in a restricted area, without colliding with others
- 5.4 strike a lightweight ball in succession using at least two different body parts, keeping it in self-space
- 5.5 strike a ball toward/at a wall or a partner, with a paddle, using forehand and backhand strokes
- 5.6 strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g., the bump volley as in volleyball, the thigh as in soccer)
- 5.7 demonstrate ways to avoid or catch an individual or object while travelling

- 5.8 demonstrate ways to keep an object in the air using a variety of body parts and implements in a small group (e.g., ball, scoops, paddles, head, hands, feet)
- 5.9 identify and demonstrate the techniques of basic games skills (e.g., throw, catch) and practise independently to improve skill level
- 5.10 demonstrate an understanding of the basic rules of the games played in class
- 5.11 demonstrate an appreciation of the differences between co-operative and competitive activities and the role of each in physical education
- 5.12 demonstrate ways to toss/catch three scarves in own space

# Science 4

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Life Science: Habitats

#### HABITATS AND POPULATIONS

- identify questions to investigate the types of plants and/or animals at a local habitat using the terms habitat, population, and community (104-6, 204-1)
- examine and investigate, using various methods and questions, local habitats and their associated populations of plants and animals (204-6, 302-1)
- identify their own and their families' impact on habitats and describe how personal actions help conserve habitats (108-3, 108-6)

#### COLLECTING SCIENTIFIC INFORMATION USING MODELS OF NATURAL HABITATS

- construct and/or maintain a model of a natural habitat and, through observations, suggest improvements to make it more habitable for organisms (205-5, 205-10, 206-6)

**BEHAVIOURAL AND STRUCTURAL FEATURES OF ANIMALS THAT ENABLE THEM TO SURVIVE IN THEIR HABITAT**

- compare the external features, behavioural patterns, structural, and/or behavioural adaptations for an animal to survive a particular habitat, real or imagined (204-3, 300-1, 300-2, 302-2)

**STRUCTURAL FEATURES OF PLANTS THAT ENABLE THEM TO SURVIVE IN THEIR HABITAT**

- describe how scientists' knowledge of plant growth has led to agricultural and technological innovations and the impact on local and regional habitat issues (105-1, 106-4, 108-1)

**FOOD CHAINS**

- classify organisms and draw diagrams to illustrate their role in a food chain (206-1, 302-3)
- predict how the removal of a plant or animal population affects the rest of the community and relate habitat loss to the endangerment or extinction of plants and animals (301-1, 301-2)

**Physical Science: Light****OPTICAL DEVICES**

- describe properties of light that have led to the development of optical devices that enhance our ability to observe (106-1, 106-4)
- compare and describe how light interacts with a variety of optical devices and construct an optical device that performs a specific function (107-1, 205-10, 303-8)
- identify women and men in their community who have careers using optics (107-10)

**SOURCES OF LIGHT**

- plan an investigation and communicate questions and ideas with others about light emitted from an object, its own or an external source (204-7, 207-1, 303-3)

**LIGHT RADIATES FROM A SOURCE**

- observe, demonstrate, and make conclusions about how light travels and is dispersed from a variety of light sources (206-5, 303-2)

**OBJECTS THAT ABSORB, TRANSMIT, AND/OR REFLECT LIGHT**

- investigate and predict how light interacts with a variety of objects (including changes in the location, shape, and relative size of a shadow) in order to determine whether the objects cast shadows, allow light to pass, and/or reflect light (303-4, 303-5)
- classify objects as opaque, transparent, or translucent (206-1)
- make observations and collect information about the reflective and refractive properties of various materials of different shapes (205-5)



**BENDING LIGHT**

- demonstrate and describe how a variety of media can be used to change the direction of light (303-6)

**DISPERSION OF LIGHT**

- demonstrate that white light can be separated into colours (dispersion) and follow a set of procedures to make and use a colour wheel (104-6, 205-3, 303-7)

**Physical Science: Sound****OBJECTS THAT MAKE SOUNDS**

- identify objects by the sounds they make and describe examples of devices that enhance our abilities to hear and collect sound data (106-1, 107-1, 303-9)

**SOUND VIBRATIONS**

- relate vibrations to sound production and compare how vibrations travel differently through a variety of materials (303-10, 303-11)

**PITCH, LOUDNESS, AND SOUND TECHNOLOGY**

- demonstrate and describe how the pitch and loudness of sounds can be modified; design, construct, and evaluate a device that has the ability to create sounds of variable pitch and loudness (104-1, 205-2, 206-7, 301-3)

**THE EAR, HEARING LOSS, AND NOISE POLLUTION**

- describe and illustrate how the human ear is designed to detect vibrations and compare the range of sound heard by humans to that heard by some animals (300-3, 300-4)
- use decibel in descriptions of sound intensity while investigating the extent of noise pollution and how to reduce it around them and identify devices that produce loud sounds (104-6, 108-1)
- identify examples of current sound research and technology, including Canadian contributions (105-1, 107-12, 205-8)

**Earth and Space Science: Rocks, Minerals, and Erosion****COLLECTING AND COMPARING ROCKS AND MINERALS**

- demonstrate respect for the local environment (108-3)
- investigate rocks and minerals and record questions and observations (204-1, 205-7)

**PROPERTIES OF ROCKS AND MINERALS**

- explore physical properties of local rocks and minerals, using appropriate tools to collect and compare with those from other places (204-8, 205-5, 300-5, 300-6)

- classify rocks and minerals by creating a chart or diagram that illustrates the classification scheme and compare results with others (104-4, 206-1, 207-2)

### **USES FOR ROCKS AND MINERALS**

- relate characteristics of rocks and minerals to their uses (300-8)

### **EROSION AND WEATHERING**

- describe ways in which soil is formed from rocks and demonstrate and describe the effects of wind, water, and ice on the landscape (301-4, 301-5)

### **SOIL FORMATION AND COMPOSITION**

- demonstrate and record a variety of methods of weathering and erosion, including human impact on the landscape (301-6, 108-6)

### **RECORD IN ROCKS**

- identify and describe rocks that contain records of Earth's history (300-7)

### **SUDDEN AND SIGNIFICANT CHANGES IN THE LAND**

- describe natural phenomena that cause rapid and significant changes to the landscape (301-7)

# Social Studies 4

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

# Specific Curriculum Outcomes

## Conceptual Organizer: Explorations

Students will be expected to

### **UNIT 1: EXPLORATION**

4.1.1 examine the concept of exploration

### **UNIT 2: THE NATURE OF EXPLORATION (EXPLORATION OVER TIME)**

4.2.1 examine the stories of various explorers of land, ocean, space, and ideas

4.2.2 analyze factors that motivate exploration

4.2.3 evaluate the impact of exploration over time

### **UNIT 3: EXPLORING OUR WORLD**

4.3.1 examine major physical features of the world

4.3.2 describe the main attributes of rivers, islands, mountains, and oceans

4.3.3 examine the relationship between humans and the physical environment

### **UNIT 4: EXPLORING THE LANDSCAPES OF CANADA**

4.4.1 describe the physical landscape of Canada

4.4.2 examine the human landscape of Canada

4.4.3 describe the political landscape of Canada

4.4.4 examine symbols associated with Canada's landscapes

# Visual Arts 4

## General Curriculum Outcomes

### Making

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### Looking

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### Reflecting

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 acknowledge and express through art making their personal relationship to the world
- 1.2 experiment with a range of materials and processes
- 1.3 use a combination of the visual elements and principles of art and design in art making
- 2.1 work individually and with others to solve problems and express ideas
- 3.1 recognize and describe a variety of art forms
- 3.2 compare art across cultures
- 3.3 recognize that people use a variety of approaches when making art
- 3.4 use technology to locate works of art
- 4.1 show respect for and value their own work and that of others
- 4.2 share thoughts and ideas about artworks
- 4.3 recognize that there are many ways of perceiving and knowing
- 5.1 explore art as a way of expressing ideas and points of view
- 5.2 demonstrate the ability to ask questions about and respond to art in various ways
- 5.3 investigate art and the lives of artists within cultural/historical/social contexts

- 6.1 demonstrate a sensitivity towards the natural and built environment through their artwork
- 6.2 examine the effects of the media on their lives
- 6.3 demonstrate an awareness of the role of art and artists in their local and global communities
- 6.4 express ideas and points of view through their art

# **Grade 5**





# English Language Arts 5

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 explain and support personal ideas and opinions
- 1.4 listen critically to others' ideas and opinions and points of view
  
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.2 use word choice and expression appropriate to the speaking occasion
- 2.3 give and follow precise instructions and respond to questions and directions
- 2.4 engage in, respond to, and evaluate oral presentations
  
- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 3.3 consider purpose and the needs and expectations of their audience

- 4.1 select, independently, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children’s literature with an emphasis in genre and authors
- 4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information
- 4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context
- 4.5 describe and discuss their own processes and strategies in reading and viewing
  
- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - respond to personal, group, and instructional needs for information through accessing a variety of texts
  - demonstrate understanding of how classification systems and basic reference materials are used to facilitate research
  - use a range of reference texts and a database or an electronic search to aid in the selection of texts
  - increase their abilities to access information in response to their own and others’ questions
  
- 6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
- 6.2 support their opinions about texts and features of types of texts
  
- 7.1 use their background knowledge to question and analyze information presented in print and visual texts
- 7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view
- 7.3 respond critically to texts by
  - applying strategies to analyze a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view
  - identifying instances where language is being used to manipulate, persuade, or control them
  - identifying instances of opinion, prejudice, bias, and stereotyping
  
- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning
- 8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)
- 8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts
- 9.2 address the demands of a variety of purposes and audiences
  - make choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader’s/viewer’s/listener’s point of view
  
- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an increasing understanding of the conventions of written language in final products
  - use basic spelling rules and show an understanding of irregularities
  - use appropriate syntax in final products
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement
- 10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

# Français de base 5e année

Veillez noter que tous les résultats d'apprentissage spécifiques introduits en 4e année sont développés en 5e et 6e années. Quelques nouveaux résultats sont introduits en 5e année.

**RAG Communication :** L'élève devrait être capable de communiquer en français, de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 5.1.1 suivre et donner des directives
- 5.1.2 se présenter, saluer
- 5.1.3 demander, donner des renseignements
- 5.1.4 exprimer et justifier ses désirs et ses préférences
- 5.1.5 identifier et décrire des objets, des animaux, des gens, des événements et des endroits qui font partie de son environnement
- 5.1.6 participer à des conversations, des jeux, des remue-méninges, des sondages, des saynètes
- 5.1.7 inviter
- 5.1.8 raconter un événement
- 5.1.9 faire un reportage
- 5.1.10 reconnaître des caractéristiques des différents types de textes écrits : *expressifs, informatifs, incitatifs, poétiques, ludiques*
- 5.1.11 lire pour trouver de l'information spécifique des journaux, des revues, des messages, des règles, des consignes, des livrets, des petites histoires, des chansons, des bandes dessinées, des ressources électroniques
- 5.1.12 inférer le déroulement, la conclusion d'une histoire
- 5.1.13 réagir à l'aide de chants, de mimes, de dessins, d'art dramatique
- 5.1.14 composer des cartes de souhaits, des lettres, des descriptions simples, des reportages, des listes, des slogans, des légendes pour des illustrations et des cartes, des comptines, des chansons et des chants, des bandes dessinées, des mots croisés, des affiches, du courrier électronique
- 5.1.15 réviser et corriger son texte selon une liste de vérification/un modèle

**RAG Culture :** L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 5.2.1 reconnaître et décrire à l'oral et à l'écrit le fait acadien sur le plan local et provincial : *par exemple, les noms de la famille, des rues, des restaurants, des écoles et des lieux*
- 5.2.2 reconnaître le fait francophone dans les autres provinces : *les communautés*
- 5.2.3 reconnaître et décrire à l'oral et à l'écrit certains aspects de la culture acadienne et des francophones dans les autres provinces, par exemple, *la nourriture, les fêtes*
- 5.2.4 comparer sa culture et celles des acadiens
- 5.2.5 comparer certains aspects de la culture acadienne et d'autres cultures
- 5.2.6 écouter de la musique francophone populaire auprès des jeunes
- 5.2.7 nommer quelques musiciens acadiens et québécois, des athlètes, des politiciens, etc.
- 5.2.8 regarder/écouter les médias en français, y incluant l'internet
- 5.2.9 lire des publicités concernant les activités culturelles par exemple, *les dépliants, les affiches, les journaux, les revues*

- 5.2.10 identifier quelques personnes célèbres représentant la mosaïque canadienne
- 5.2.11 chanter « Ô Canada »
- 5.2.12 chanter des chansons folkloriques traditionnelles
- 5.2.13 utiliser des comptines, des rimes associés aux jeux
- 5.2.14 se rendre compte que les étiquettes sont écrites dans les deux langues officielles
- 5.2.15 reconnaître que la publicité canadienne est dans les deux langues officielles

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 5.3.1 anticiper le sens d'un texte oral ou écrit
- 5.3.2 créer des liens entre un texte oral ou écrit et ses connaissances antérieures
- 5.3.3 utiliser des images, des représentations graphiques, des objets, des gestes et des actions pour communiquer
- 5.3.4 repérer des mots clés dans un texte
- 5.3.5 demander de répéter et/ou de ralentir
- 5.3.6 demander des précisions, des explications
- 5.3.7 reconnaître les mots apparentés
- 5.3.8 reconnaître les mots amis
- 5.3.9 deviner selon le contexte
- 5.3.10 prendre des risques et accepter l'erreur
- 5.3.11 pratiquer
- 5.3.12 écouter attentivement et sélectivement
- 5.3.13 démontrer une tolérance pour l'ambiguïté
- 5.3.14 se servir des modèles de production
- 5.3.15 se servir d'une variété de ressources et de technologies
- 5.3.16 faire un retour réflexif sur son apprentissage
- 5.3.17 interagir et coopérer avec ses pairs : par exemple, *prendre son tour, accepter des suggestions apportées par les autres, partager l'information et l'équipement*
- 5.3.18 suivre des étapes d'un processus de rédaction

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

- 5.4.1 se présenter, saluer en se servant des phrases simples au présent
- 5.4.2 demander, donner des renseignements en se servant des phrases simples au présent; des interrogatives, des adjectifs
- 5.4.3 demander, donner des renseignements en se servant des phrases simples au futur proche et au passé composé (1re personne singulier)
- 5.4.4 suivre et donner des directives en se servant de l'impératif, de l'infinitif
- 5.4.5 raconter un événement ou faire un reportage en se servant du présent, du passé composé, de la négation et des mots connecteurs comme *et, mais, ou, puis, parce que*
- 5.4.6 inférer le déroulement, la conclusion d'une histoire en se servant des temps des verbes et des mots connecteurs
- 5.4.7 composer des textes différents en se servant des phrases simples au présent; l'impératif; la négation, l'interrogation
- 5.4.8 composer des textes différents en se servant des phrases simples au futur proche, au passé composé (1re personne singulier); des mots connecteurs
- 5.4.9 réviser et corriger son texte en se servant des connaissances du vocabulaire, des expressions, de l'accord du genre, du nombre et des formes des verbes et des adjectifs

Veillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base à l'élémentaire – 1998* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 4e à 6e année.

# Gaelic 3–9

## General Curriculum Outcomes

### *CÒMHRADH AGUS EISTEACHD / SPEAKING AND LISTENING*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *AIRE AIR CULTUR / CULTURAL AWARENESS*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhraidh agus Eisteachd / Speaking and Listening*

#### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

KSCO 2: demonstrate an understanding of and convey basic information about common topics

KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)

1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)

1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

3.1 respond to classroom directives (e.g., *Suidh sìos!*)

**STAGE 2: CEUM AIR ADHART / DEVELOPING****Home and Community**

Students will be expected to

KSCO 4: demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self

KSCO 5: demonstrate an understanding of and use information about common topics and past events

KSCO 6: demonstrate an understanding of and use language for giving instructions and directions and respond to same

KSCO 7: demonstrate an understanding of and use simple expressions of feelings and opinions

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

**STAGE 3: COMAS / INDEPENDENT USE****Occupations and Pastimes**

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others

KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions

KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same

KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences

11.2 share personal reflections



## *Leughadh agus Sgrìobhadh / Reading and Writing*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 12: identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension

KSCO 14: read and respond to texts consisting of language from a familiar context

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 15: read familiar texts to extract specific information

KSCO 16: read and write to respond to texts using more complex structures

KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

## *Aire air Cultur / Cultural Awareness*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 18: recognize the value of one's own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*.")

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 19: demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one's own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 20: demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Health Education 5

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 demonstrate an understanding that sexual orientation is a part of our personality and explore the harmful effects of homophobia
- 1.2 describe the male and female reproductive systems, explaining the process of reproduction and how the reproduction system matures through the process of puberty
- 1.3 practise skills for managing stress in their lives
- 1.4 recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others
- 1.5 demonstrate an understanding of the basic nutrients found in food and the function they serve within the body
- 1.6 assess total minutes of short and long periods of moderate and vigorous activity for an average weekday
- 1.7 demonstrate an understanding of the impact caffeine has on the body, health, and performance

### **HEALTHY RELATIONSHIPS**

- 2.1 demonstrate an awareness of, and ways to prevent common chronic and communicable diseases, including HIV, Hepatitis B and C, and the potential impact of disease on the lives of themselves and their families
- 2.2 examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home
- 2.3 recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression
- 2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviours

**HEALTHY COMMUNITY**

- 3.1 assess sources of information via the internet for safety and reliability, and practise ways to enhance safe use of the internet
- 3.2 demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health
- 3.3 analyze gendered media messages related to body image and promote healthy messages within the school or community

# Information and Communication Technology Integration 4–6

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 6, in addition to the grade 3 outcomes, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.
- BOC 6.1 (relates to 3.1) safely use school media and computer equipment, and software to support their learning, with growing independence
- BOC 6.2 (relates to 3.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance
- BOC 6.3 (relates to 3.3) demonstrate effective use of computer keyboards, mice, and other input devices to produce final documents and presentations
- BOC 6.4 (relates to 3.4, 3.4) maintain their electronic files and folders on the computer system and network
- BOC 6.5 (relates to 3.4) safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher supervision
- BOC 6.6 (relates to 3.5) understand and use with increasing facility, a wide range of terminology related to the technology they employ during their studies
- BOC 6.7 (relates to 3.6) report malfunctioning equipment to the teacher, and to provide anecdotal information that may be of help to maintenance technicians

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.
- SEHI 6.1 (relates to 3.1) share information resources, media equipment and computer equipment
- SEHI 6.2 (relates to 3.2) demonstrate respect for the privacy and intellectual property of others, maintain their personal privacy and safety

- SEHI 6.3 (relates to 3.2) begin to identify social and ethical issues associated with the global access and distribution of information; and to develop concern for the accuracy of information, personal privacy and safety when in electronic environments such as Internet, with the assistance of the teacher
- SEHI 6.4 (relates to 3.3) identify changes in the ways that information is collected, represented and transmitted, and the impacts such changes have on individuals, communities, and cultures
- SEHI 6.5 (relates to 3.3) identify and use the social conventions of online communication during Internet communication
- SEHI 6.6 (relates to 3.4) identify and give specific examples where cultural values and experiences influence the information and entertainment products they use
- SEHI 6.7 (relates to 3.5) include in their own work the copyrighted materials of others only when permission to do so has been received
- SEHI 6.8 (relates to 3.6) follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 6.1 (relates to 3.1) select from a range of media and software to best represent the content and purpose of their learning with growing independence
- PTS 6.2 (relates to 3.2) identify and describe different ways in which information available for use at this level can be created, stored, used, represented, and transmitted with growing independence
- PTS 6.3 (relates to 3.3) collaborate with the teacher and peers to use software to brainstorm, develop a thought web, and outline ideas under study
- PTS 6.4 (relates to 3.1, 3.3) conduct simple research, then plan and create a representation of their learning, such as a storyboard, a multimedia presentation, an audio recording, a web page, or a print publication independently and in collaboration with others
- PTS 6.5 (relates to 3.4) record and edit still imaged, moving images, and sound to represent their learning to particular audiences, with teacher assistance
- PTS 6.6 (relates 3.1, 3.3) create navigable web pages and other forms of multimedia which incorporate text, still and moving images, and links to external resources independently and in collaboration with others
- PTS 6.7 (relates to 3.1, 3.3) create simple databases of information which they query to discover information patterns and relationships during research

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication
- CT 6.1 (relates to 3.1, 3.2) contribute to and learn from online discussions and websites designed for student curriculum use, with teacher supervision and assistance
- CT 6.2 (relates to 3.1, 3.3) send and receive electronic mail for curriculum purposes, and exchange files of curriculum-related information, with teacher assistance and direction

- CT 6.3 (relates to 3.2, 3.3) create, process, and represent their learning using language, conventions, and procedures associated with educational media and information and communication technology, with teacher assistance
- CT 6.4 (relates to 3.3) identify and give specific examples of how form, standards, conventions, and methods of information transmission affect students their age
- CT 6.5 (relates to 3.3) understand and apply basic principles of design and style in representing their learning

## **5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)**

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 6.1 (relates to 3.1) locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, online periodicals, and the Internet, with some teacher assistance
- RPSD 6.2 (relates to 3.2, 3.3) use appropriate technological tools for concept mapping, problem solving, observation, measurement, calculation, graphing and charting to explore concepts under study
- RPSD 6.3 (relates to 3.1, 3.2, 3.3) use research information to support arguments, with teacher support
- RPSD 6.4 (relates to 3.4) complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with some teacher assistance
- RPSD 6.5 (relates to 3.5) acknowledge the sources of their information using simple citation formats, with independence

# Mathematics 5

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 represent whole numbers to the millions
- A2 interpret and model decimal tenths, hundredths, and thousandths
- A3 interpret, model, and rename fractions
- A4 demonstrate an understanding of the relationship between fractions and division
- A5 explore the concepts of ratio and rate informally
- A6 read and represent numbers to millions
- A7 read and represent decimals to thousandths
- A8 compare and order large numbers
- A9 compare and order decimals
- A10 compare and order fractions using conceptual methods
- A11 recognize and find factors of numbers
  
- B1 find sums and differences involving decimals to thousandths
- B2 multiply 2-, 3-, and 4-digit numbers by 1-digit numbers
- B3 find the product of two 2-digit numbers
- B4 divide 2-, 3-, and 4-digit numbers by single-digit divisors and investigate division by 2-digit divisors
- B5 find simple products of whole numbers and decimals
- B6 divide decimal numbers by single-digit whole numbers
- B7 determine whether an open sentence is always, sometimes, or never true
- B8 solve and create addition and subtraction problems involving whole number and/or decimals
- B9 solve and create multiplication and division problems involving whole numbers and/or decimals
- B10 estimate sums and differences involving decimals to thousandths
- B11 estimate products and quotients of two whole numbers
- B12 estimate products and quotients of decimals by single-digit whole numbers
- B13 perform appropriate mental multiplications with facility



- B14 divide numbers mentally when appropriate  
B15 multiply whole numbers mentally by 0.1, 0.01, 0.001
- C1 use place value patterns to extend understanding of the representation of numbers to millions  
C2 recognize and explain the patterns in dividing by 10, 100, and 1000 and/or in multiplying by 0.1, 0.01, 0.001  
C3 solve problems using patterns  
C4 rearrange factors to make multiplication simpler  
C5 recognize and explain how a change in one factor affects a product or quotient  
C6 predict how a change in unit affects an SI measurement  
C7 manipulate the dimensions of a rectangle so that the area remains the same  
C8 demonstrate an understanding that the multiplicative relationship between numerators and denominators is constant for equivalent fractions  
C9 represent measurement relationships using tables and two-dimensional graphs
- D1 solve simple problems involving the perimeters of polygons  
D2 calculate areas of irregular shapes  
D3 determine the measures of right angles, acute angles, and obtuse angles  
D4 demonstrate an understanding of the relationships among particular SI units  
D5 develop formulas for areas and perimeters of squares and rectangles  
D6 solve simple problems involving volume and capacity  
D7 estimate angle size in degrees  
D8 determine which unit is appropriate in a given situation and solve problems involving length and area
- E1 draw a variety of nets for different prisms and pyramids  
E2 identify, describe, and represent the various cross-sections of cubes and rectangular prisms  
E3 make and interpret isometric drawings of shapes made from cubes  
E4 explore relationships between area and perimeter of squares and rectangles  
E5 predict and construct figures made by combining two triangles  
E6 recognize, name, describe, and represent perpendicular lines/segments, bisectors of angles and segments, and perpendicular-bisectors of segments  
E7 recognize, name, describe, and construct right, obtuse, and acute triangles  
E8 make generalizations about the diagonal properties of squares and rectangles and apply these properties  
E9 make generalizations about the properties of translations and reflections and apply these properties  
E10 explore rotations of one-quarter, one-half, and three-quarter turns using a variety of centres  
E11 make generalizations about the rotational symmetry property of squares and rectangles and apply them  
E12 recognize, name, and represent figures that tessellate  
E13 explore how figures can be dissected and transformed into other figures
- F1 use double bar graphs to display data  
F2 use pictographs and bar graphs to display and interpret data  
F3 use coordinate graphs to display data  
F4 create and interpret line graphs  
F5 group data appropriately and use stem-and-leaf plots to describe the data  
F6 recognize and explain the effect of certain changes in data on the mean of that data  
F7 explore relevant issues for which data collection assists in reaching conclusions

- 
- G1 conduct simple experiments to determine probabilities
  - G2 determine simple theoretical probabilities and use fractions to describe them

# Music 5

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 sing alone and with others with emphasis on expressive part singing, phrasing, range, and more complex textures, including counter melodies and descants
- 1.2.1 experiment with the elements of music to create musical works that explore topics and issues of personal interest
- 1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture, through language, movement, and performance
- 1.3.1 sightread simple melodies from traditional notation with emphasis on skipwise movement and articulation
- 1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on motif and sequence
- 2.1.1 improvise short songs and instrumental pieces using a variety of sound sources, including traditional, non-traditional, body, and electronic
- 2.2.1 combine reading and singing/playing skills in their music making
- 2.2.2 use a range of materials, techniques, and forms to create, make, and present music
- 2.3.1 participate in small- and large-ensemble music making, presenting music that reflects diverse images, thoughts, and feelings

- 3.1.1 describe personal opportunities for music making in their community, including opportunities related to popular culture and the media
- 3.3.1 identify, describe, and compare styles of music from a variety of cultural and historical contexts
- 3.5.1 demonstrate an awareness of musicians in their community
- 4.1.1 use their knowledge and experience to respect and value the contributions of cultural groups in Canada
- 4.1.2 demonstrate an awareness of conventions of audience behaviour in a variety of performance contexts
- 4.2.1 explore the role music plays in the cultures of Asia and Africa
- 4.3.1 examine the contributions of various composers and musicians, past and present, to their society
- 5.1.1 explore and describe the relationship between music and local events and issues
- 5.2.1 identify similarities and differences between music and visual arts
- 5.2.2 express and communicate thoughts, experiences, and feelings through music and visual imagery
- 6.1.1 apply knowledge of music to make individual choices based on the thoughts, images, and feelings the music expresses
- 6.2.1 use musical criteria to evaluate their ability to maintain a melodic/harmonic part
- 6.2.2 compare the form and the principles of design in the rhythmic/melodic structure of classroom repertoire
- 6.2.3 use knowledge of musical elements to compare and contrast music of various genres
- 6.3.1 compare their own and others response to music making
- 7.1.1 recognize by sight and sound, and categorize by family, orchestral, band, and keyboard instruments
- 7.2.1 compare and contrast available technologies to create and record music
- 7.3.1 explore the effects of changing technologies on music recording and reproduction
- 8.1.1 explore various influences on composers and their works
- 8.2.1 describe reasons for their musical decisions
- 8.3.1 compare interpretations of musical works using appropriate terminology
- 8.4.1 examine their group presentations in light of what they intended

# Physical Education 5

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### ACTIVE LIVING

- 1.1 select and perform stretching activities for specific muscle groups
- 1.2 demonstrate the ability to monitor heart rate before, during, and after activity
- 1.3 experience recovering from vigorous physical activity in an appropriate length of time
- 1.4 identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them
- 1.5 participate with and show respect for persons of like and different skill levels
- 1.6 demonstrate a willingness to participate in an intramural activity
- 1.7 demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment and health benefits
- 1.8 monitor nutritional intake and relate it to an active, healthy lifestyle

### ALTERNATIVE ENVIRONMENTS

- 2.1 take part in an activity utilizing a community resource
- 2.2 plan and adapt an indoor activity of his/her choice to a setting in an alternative environment
- 2.3 identify potentially harmful wildlife, insects, and plants in a variety of environments (e.g., poison ivy, mosquitoes)

- 2.4 identify the early signs and implications of not dressing properly for weather conditions (e.g., frostbite, sun burn, hypothermia, heat exhaustion)

## **DANCE**

- 3.1 demonstrate and participate in a variety of dance steps (e.g., promenade, do-si-do)
- 3.2 create, perform, and teach a simple dance of his/her choice (e.g., line, folk, modern)
- 3.3 demonstrate the use of a variety of relationships with a partner, or group, in a repeatable dance (e.g., behind, beside, mirroring, matching)
- 3.4 demonstrate an understanding of the roles of males and females in the world of dance
- 3.5 demonstrate an appreciation of ways to use the body and movement activities to communicate ideas and feelings

## **EDUCATIONAL GYMNASTICS**

- 4.1 demonstrate ways to jump and land for height as well as for distance, using both a one- and two-foot take-off
- 4.2 balance on low equipment (e.g., beam, bench) using a variety of bases of support
- 4.3 move feet into a high level by placing weight on the hands and landing with control
- 4.4 transfer weight in a variety of ways along low- and medium-level apparatus (e.g., beam, bench), using changes in direction, level, speed, and body shape
- 4.5 identify and describe the elements of different types of gymnastics (e.g., educational, artistic, rhythmic)
- 4.6 demonstrate an appreciation that people have various levels of flexibility and muscular strength, and these levels determine their performance in gymnastics
- 4.7 create, individually or with partners, a three- or four-part routine, using a chosen theme (e.g., flight, weight transfer, balance)
- 4.8 participate in gymnastics activities that increase upper body strength (e.g., climb, pull, swing, hang)

## **SKILL DEVELOPMENT**

- 5.1 catch objects of different sizes and weights while moving toward a specified area
- 5.2 strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction
- 5.3 bounce and then strike a small object using a forehand motion with a lightweight paddle or racket
- 5.4 strike a gently tossed ball from a partner, using a backhand motion
- 5.5 demonstrate ways to purposefully use general space to create or deny space when developing or using game strategies
- 5.6 dribble a ball using his/her hands and feet and maintain control while travelling within a group
- 5.7 demonstrate an understanding of offensive and defensive strategies in the games
- 5.8 identify a game from Canada and one from another country, learn the rules of each, and present to the class
- 5.9 apply and respect the rules of games and accept officials' decisions
- 5.10 demonstrate respect for opponents and give everyone an equal chance to participate
- 5.11 devise strategies to keep opponents from reaching a specific area, person, or object
- 5.12 use basic juggling skills to toss/catch scarves

# Science 5

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Earth and Space Science: Weather

#### MEASURING AND DESCRIBING WEATHER

- identify and use weather-related folklore to predict weather (105-2)
- using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13)
- identify, classify, and compare clouds (104-4, 206-1)
- using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11)

**SUN'S ENERGY REACHING THE EARTH**

- relate the transfer of energy from the sun to weather and discuss the sun's impact on soil and water (206-5, 303-21)

**PROPERTIES OF AIR**

- describe situations demonstrating that air takes up space, has mass, and expands when heated (300-14)

**MOVEMENT OF AIR AND WATER**

- relate the constant circulation of water on Earth to processes of evaporation, condensation, and precipitation (301-13)

**ENVIRONMENTAL ISSUES**

- identify examples of weather phenomena that are currently being studied (105-1)
- describe how studies of the depletion of the ozone layer, global warming, and the increase in acid rain have led to new innovations and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)

**Physical Science: Forces and Simple Machines****FORCES AND THEIR EFFECTS**

- observe, investigate, and describe how forces can act directly (contact) or from a distance (non-contact) to move or hold objects in place (303-12, 303-13)
- demonstrate and describe the effect of increasing and decreasing the amount of force applied to an object (303-14)
- perform experiments to describe the force needed to lift or pull a given load in standard and non-standard units (205-4, 205-5, 205-6)

**FRICTION**

- investigate and compare the effect of friction on the movement of objects over a variety of surfaces (204-1, 204-5, 303-15)
- demonstrate the use of rollers, wheels, and axles in moving objects (303-16)

**SIMPLE MACHINES: AN INTRODUCTION**

- use simple machines to identify the effort and load required to move objects (205-2, 206-9, 303-17)

**SIMPLE MACHINES: LEVERS**

- design a lever for a particular task and differentiate between the positions of the fulcrum, the load, and the effort (303-18, 303-19)



**SIMPLE MACHINES: PULLEYS, SYSTEMS OF MACHINES**

- compare and record the force needed to lift and load an object by using a single pulley system with that needed to lift it by using a multiple pulley system and predict the effect of adding another pulley or load-lifting capacity (303-20, 204-3)
- design a system of machines to solve a task (204-7)
- describe examples of how simple machines have improved living conditions and identify machines that have been used in the past and that have developed over time (105-5, 107-8, 205-8)

**Life Science: Meeting Basic Needs and Maintaining a Healthy Body****GROWTH AND DEVELOPMENT**

- propose questions to investigate how our body works, and what its components are, and relate bodily changes to growth and development (204-1, 301-8)
- describe the role played by body systems in helping humans and other animals to grow and reproduce and to meet their basic needs (302-4)

**THE SYSTEMS: DIGESTIVE, EXCRETORY, RESPIRATORY, AND CIRCULATORY**

- describe the structure and function of the major organs of the digestive, excretory, respiratory, and circulatory systems (302-5)
- propose questions and carry out procedures to investigate the factors affecting breathing and heartbeat rate, and compile and display data from these investigations in a graph (205-1, 206-2)

**SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS**

- demonstrate how the skeletal, muscular, and nervous systems work together to produce movement (302-6)

**BODY SYSTEMS**

- select and use tools in building models of organs or body systems (205-2)

**MAINTAINING A HEALTHY BODY**

- describe the body's defences against infections and describe the role of the skin (302-7, 302-8)
- describe nutritional and other requirements for maintaining a healthy body and evaluate the usefulness of different information sources in answering questions about health and diet (206-4, 302-9)
- describe examples of medical techniques and technologies developed by Canadians and other cultures that have contributed to the knowledge of body organisms, systems, and health issues (106-2, 106-4, 107-12, 107-14)

## Physical Science: Properties of and Changes in Materials

### PROPERTIES OF MATERIALS

- classify materials as solids, liquids, or gases and illustrate this classification in a property chart (206-1, 300-9)

### PHYSICAL CHANGES

- observe and identify changes in an object's appearance, state, and/or reversibility and classify it as a physical change or not (301-9, 205-5, 301-10)

### CHEMICAL CHANGES

- describe and give examples of the interactions among materials, including gases, and discuss their properties (301-11, 301-12)
- work with team members to develop and carry out a plan to distinguish a material based on its chemical properties and display the results of the data (204-7, 207-3, 206-2, 204-5)

### SOURCES/MASSES OF MATERIALS IN OBJECTS

- follow a given set of procedures to relate the mass of a whole object to the sum of the masses of its parts and suggest possible explanations for variations in the results (104-5, 205-3, 300-11)
- use a variety of sources and technologies to identify and describe the source of the materials found in an object, changes to the natural materials required to make the object, and how manufactured materials have been developed to improve living conditions (107-8, 205-8, 300-12)

# Social Studies 5

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

## Specific Curriculum Outcomes

### Conceptual Organizer: Societies

Students will be expected to

#### **UNIT ONE: INTRODUCTION**

- 5.1.1 develop an understanding of how we learn about the past

**UNIT TWO: ENVIRONMENT**

5.2.1 explain how environment influenced the development of an ancient society

**UNIT THREE: SOCIAL STRUCTURE**

5.3.1 explain the importance of social structure in a society from the middle ages

**UNIT FOUR: DECISION-MAKING**

5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada

5.4.2 examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

**UNIT FIVE: INTERACTIONS**

5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

**UNIT SIX: MY SOCIETY**

5.6.1 illustrate the similarities and differences of past societies and your society

# Visual Arts 5

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express themselves in relation to the world through art-making
- 1.2 develop ability and initiative in the use of techniques, technologies, materials, and equipment
- 1.3 use a combination of the visual elements and principles of design in art making
- 2.1 work individually and collaboratively to apply learned skills, solve problems, and express ideas.
- 3.1 compare various art forms
- 3.2 compare art across time
- 3.3 contrast personal styles of a variety of artists
- 3.4 use technology to locate works of art
- 4.1 discuss ideas and approaches with sensitivity and respect
- 4.2 identify similarities and differences in their own work and that of others
- 4.3 demonstrate that there are many ways of perceiving and knowing
- 5.1 recognize and respond to a rich variety of art forms
- 5.2 use appropriate language in expressing their own responses to artworks
- 5.3 describe art and the lives of artists within cultural/historical/social contexts

- 6.1 demonstrate a sensitivity towards the natural and built environment through their artwork
- 6.2 examine the role of the media and discuss its effects on their lives
- 6.3 demonstrate an awareness of the role of art and artists in their local and global communities
- 6.4 express personal ideas and points of view through their artwork

# **Grade 6**





# English Language Arts 6

## General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 defend and/or support their opinions with evidence
- 1.4 listen critically to others' ideas or opinions and points of view
  
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
- 2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
- 2.3 give and follow instructions and respond to a variety of questions and instructions
- 2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts
  
- 3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- 3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- 3.3 make a conscious attempt to consider the needs and expectations of their audience
  
- 4.1 select, independently, texts appropriate to their range of interests and learning needs
- 4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors

- 4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
- 4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- 4.5 reflect on and discuss their own processes and strategies in reading and viewing
  
- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - demonstrate understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  
- 6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- 6.2 reflect on and give reasons for their interpretations of an increasing variety of texts
  
- 7.1 recognize that facts can be presented to suit an author’s purpose and point of view
  - consider information from alternative perspectives
- 7.2 identify the conventions and structure of a variety of print and media texts and genres
- 7.3 make connections with the purpose of each text or genre
- 7.4 respond critically to texts by
  - applying a growing range of strategies to analyze and evaluate a text
  - demonstrate growing awareness that all texts reflect a purpose and a perspective
  - recognizing when language is being used to manipulate, persuade, or control them
  - detecting prejudice, stereotyping, and bias
  
- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions
  - find topics of personal importance
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- 8.2 select appropriate note-making strategies from a growing repertoire
- 8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing
  
- 9.1 create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- 9.2 address the demands of an increasing variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader’s/viewer’s/listener’s point of view

- 10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
- 10.2 use the conventions of written language in final products
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping pieces of writing and other representations
- 10.5 select, organize, and combine relevant information, from three to five sources

# Français de base 6e année

Veillez noter que tous les résultats d'apprentissage spécifiques introduits en 4e année sont développés en 5e et 6e années. Quelques nouveaux résultats sont introduits en 6e année.

**RAG Communication** : L'élève devrait être capable de communiquer en français, de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

- 6.1.1 suivre et donner des directives
- 6.1.2 se présenter, saluer
- 6.1.3 demander, donner des renseignements
- 6.1.4 exprimer et justifier ses désirs et ses préférences
- 6.1.5 identifier et décrire des objets, des animaux, des gens, des événements et des endroits qui font partie de son environnement
- 6.1.6 participer dans des conversations, des jeux, des remue-méninges, des sondages, des saynètes
- 6.1.7 inviter
- 6.1.8 convaincre
- 6.1.9 raconter un événement
- 6.1.10 faire un reportage
- 6.1.11 reconnaître des caractéristiques des différents types de textes écrits : *expressifs, informatifs, incitatifs, poétiques, ludiques*
- 6.1.12 lire pour trouver de l'information spécifique des journaux, des revues, des messages, des règles, des consignes, des livrets, des petites histoires, des chansons, des bandes dessinées, des ressources électroniques
- 6.1.13 inférer le déroulement, la conclusion d'une histoire
- 6.1.14 réagir à l'aide de chants de mimes de dessins d'art dramatique
- 6.1.15 composer des cartes de souhaits, des lettres, des descriptions simples, des reportages, des listes, des slogans, des légendes pour des illustrations et des cartes, des comptines, des chansons et des chants, des bandes dessinées, des mots croisés, des affiches, du courrier électronique
- 6.1.16 réviser et corriger son texte selon une liste de vérification/un modèle

**RAG Culture** : L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

- 6.2.1 reconnaître et décrire à l'oral et à l'écrit le fait acadien sur le plan local et provincial : par exemple, *les noms de la famille, des rues, des restaurants, des écoles et des lieux*
- 6.2.2 reconnaître le fait francophone dans les autres provinces : *les communautés*
- 6.2.3 reconnaître et décrire à l'oral et à l'écrit certains aspects de la culture acadienne et des francophones dans les autres provinces, par exemple, *la nourriture, les fêtes*
- 6.2.4 comparer sa culture et celles des acadiens
- 6.2.5 comparer certains aspects de la culture acadienne et d'autres cultures
- 6.2.6 écouter de la musique francophone populaire auprès des jeunes
- 6.2.7 nommer quelques musiciens acadiens et québécois, des athlètes, des politiciens, etc.
- 6.2.8 regarder/écouter les médias en français, y incluant l'internet

- 6.2.9 lire des publicités concernant les activités culturelles par exemple, *les dépliants, les affiches, les journaux, les revues*
- 6.2.10 identifier quelques personnes célèbres représentant la mosaïque canadienne
- 6.2.11 chanter « Ô Canada »
- 6.2.12 chanter des chansons folkloriques traditionnelles
- 6.2.13 utiliser des comptines, des rimes associés aux jeux
- 6.2.14 se rendre compte que les étiquettes sont écrites dans les deux langues officielles
- 6.2.15 reconnaître que la publicité canadienne est dans les deux langues officielles

**RAG Formation langagière générale :** L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

- 6.3.1 anticiper le sens d'un texte oral ou écrit
- 6.3.2 créer des liens entre un texte oral ou écrit et ses connaissances antérieures
- 6.3.3 utiliser des images, des représentations graphiques, des objets, des gestes et des actions pour communiquer
- 6.3.4 repérer des mots clés dans un texte
- 6.3.5 demander de répéter et/ou de ralentir
- 6.3.6 demander des précisions, des explications
- 6.3.7 reconnaître les mots apparentés
- 6.3.8 reconnaître les mots amis
- 6.3.9 deviner selon le contexte
- 6.3.10 prendre des risques et accepter l'erreur
- 6.3.11 pratiquer
- 6.3.12 écouter attentivement et sélectivement
- 6.3.13 démontrer une tolérance pour l'ambiguïté
- 6.3.14 se servir des modèles de production
- 6.3.15 se servir d'une variété de ressources et de technologies
- 6.3.16 faire un retour réflexif sur son apprentissage
- 6.3.17 interagir et coopérer avec ses pairs : par exemple, *prendre son tour, accepter des suggestions apportées par les autres, partager l'information et l'équipement*
- 6.3.18 suivre des étapes d'un processus de rédaction

**RAG Langue :** L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

- 6.4.1 se présenter, saluer en se servant des phrases simples au présent
- 6.4.2 demander, donner des renseignements en se servant des phrases simples au présent; des interrogatives, des adjectifs
- 6.4.3 demander, donner des renseignements en se servant des phrases simples au futur proche et au passé composé (1re personne singulier)
- 6.4.4 suivre et donner des directives en se servant de l'impératif, de l'infinitif
- 6.4.5 raconter un événement ou faire un reportage en se servant du présent, du passé composé, de la négation et des mots connecteurs comme *et, mais, ou, puis, parce que*
- 6.4.6 inférer le déroulement, la conclusion d'une histoire en se servant des temps des verbes et des mots connecteurs
- 6.4.7 composer des textes différents en se servant des phrases simples au présent; l'impératif; la négation, l'interrogation
- 6.4.8 composer des textes différents en se servant des phrases simples au futur proche, au passé composé (1re personne singulier); des mots connecteurs

6.4.9 réviser et corriger son texte en se servant des connaissances du vocabulaire, des expressions, de l'accord du genre, du nombre et des formes des verbes et des adjectifs

Veillez vous référer aux tableaux des pages 13 à 16 du guide pédagogique *Français de base à l'élémentaire – 1998* pour un aperçu global des résultats d'apprentissage spécifiques pour le français de base 4e à 6e année.

# Gaelic 3–9

## General Curriculum Outcomes

### *CÒMHRADH AGUS EISTEACHD / SPEAKING AND LISTENING*

A: Students will be able to communicate effectively in Gaelic and will be able to interact appropriately in a variety of interactive situations linked to their needs and interests.

### *LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING*

B: Students will be able to make connections between the spoken and written word in Gaelic.

### *AIRE AIR CULTUR / CULTURAL AWARENESS*

C: Students will be expected to demonstrate an appreciation for and understanding of, and make connections to, Gaelic culture through various contexts and expressions of Gaelic language.

## Specific Curriculum Outcomes

### *Còmhraidh agus Eisteachd / Speaking and Listening*

#### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self

KSCO 2: demonstrate an understanding of and convey basic information about common topics

KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)

1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)

1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

2.1 demonstrate an understanding of and use words and phrases for classroom objects, phrases for numbers, colours, clothing, feelings, days of the week, weather, body, actions, and family

3.1 respond to classroom directives (e.g., *Suidh sìos!*)

## STAGE 2: CEUM AIR ADHART / DEVELOPING

### Home and Community

Students will be expected to

- KSCO 4: demonstrate an understanding of and use a variety of everyday courtesy phrases; respond to questions about self
- KSCO 5: demonstrate an understanding of and use information about common topics and past events
- KSCO 6: demonstrate an understanding of and use language for giving instructions and directions and respond to same
- KSCO 7: demonstrate an understanding of and use simple expressions of feelings and opinions

- 4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)
- 5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)
- 6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)
- 7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

## STAGE 3: COMAS / INDEPENDENT USE

### Occupations and Pastimes

Students will be expected to

- KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
  - KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
  - KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
  - KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences
- 8.1 independently initiate and engage in conversation
  - 9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)
  - 10.1 give instructions and directions conveying several items of information related to school activities and situations
  - 11.1 share information about personal experiences
  - 11.2 share personal reflections



## *Leughadh agus Sgrìobhadh / Reading and Writing*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 12: identify familiar words and expressions in print

12.1 recognize, from print, key words, labels, and signs

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension

KSCO 14: read and respond to texts consisting of language from a familiar context

13.1 read common expressions and phrases associated with routine (e.g., *Suidh sìos, Fosgail do leabhar*)

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)

14.2 revise and correct texts using a checklist

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 15: read familiar texts to extract specific information

KSCO 16: read and write to respond to texts using more complex structures

KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources

15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text

16.2 demonstrate comprehension through written response

17.1 produce a variety of more complex texts (e.g., character sketch, letter, short story, advertisements)

## *Aire air Cultur / Cultural Awareness*

### **STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION**

#### **Self / Immediate Environment**

Students will be expected to

KSCO 18: recognize the value of one’s own culture, and the culture, lifestyle, and experiences of the Gaels

18.1 recognize and celebrate cultural diversity in the classroom/school

18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, “*sloinneadh*.”)

18.3 participate in song, music, dance, storytelling, and lore of the Gael

### **STAGE 2: CEUM AIR ADHART / DEVELOPING**

#### **Home/Community**

Students will be expected to

KSCO 19: demonstrate respect for and understanding of the culture, lifestyle, and experiences of the Gael in Nova Scotia, and make connections to one’s own culture

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi’kmaw, Gaelic, African Nova Scotian, Ukrainian, Irish)

19.2 research and examine the origins of the Gaels in Nova Scotia

19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

### **STAGE 3: COMAS / INDEPENDENT USE**

#### **Occupations and Pastimes**

Students will be expected to

KSCO 20: demonstrate a deeper awareness of the evolution and impact of Gaelic culture in the wider global community

20.1 recognize and acknowledge diversity in the global Gaelic community

20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries

20.3 express and interpret the culture of the Gaels through the fine arts

# Health Education 6

## General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

## Specific Curriculum Outcomes

Students will be expected to

### **HEALTHY SELF**

- 1.1 investigate the concept of sexuality and sexual health
- 1.2 describe the most common sexually transmitted infections for youth
- 1.3 demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally
- 1.4 recognize the signs and symptoms of major depressive disorder and attention deficit/hyperactive disorders
- 1.5 identify and practise health enhancing ways to manage feelings and changes associated with the onset of puberty
- 1.6 differentiate between internal and external cues of hunger and satiety and suggest techniques for mindful eating
- 1.7 describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease
- 1.8 assess total minutes of moderate and vigorous activity during school compared to after school and weekends

### **HEALTHY RELATIONSHIPS**

- 2.1 practise communication skills that keep relationships in their lives healthy, safe, and productive
- 2.2 create a personal value code of ethics on relationships within their lives

### **HEALTHY COMMUNITY**

- 3.1 identify responsibilities of global citizenship and take age-appropriate action to address a global health issue
- 3.2 take age-appropriate action to present a mental health issues faced among school-aged children in order to reduce the stigma that is often attached to mental health disorders

- 3.3 respond to advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food and natural/alternative health products and communicate these ideas within the school community
- 3.4 identify personal safety strategies to use when home alone and/or babysitting
- 3.5 demonstrate an awareness of health issues related to the overuse of networking devices and video gaming, and assess signs of concern in oneself or others

# Information and Communication Technology Integration 4–6

## Outcome Components

Students will demonstrate expected performance levels in five IT-based learning outcome areas within the context of essential graduation learnings and outcomes specified for the public school program as a whole.

## Key-Stage Curriculum Outcomes

By the end of grade 6, in addition to the grade 3 outcomes, students will be expected to

### 1. BASIC OPERATIONS AND CONCEPTS (BOC)

- Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.
- BOC 6.1 (relates to 3.1) safely use school media and computer equipment, and software to support their learning, with growing independence
- BOC 6.2 (relates to 3.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance
- BOC 6.3 (relates to 3.3) demonstrate effective use of computer keyboards, mice, and other input devices to produce final documents and presentations
- BOC 6.4 (relates to 3.4, 3.4) maintain their electronic files and folders on the computer system and network
- BOC 6.5 (relates to 3.4) safely exchange electronic mail and attachments with students and others selected by the teacher for curriculum research and communication purposes, with teacher supervision
- BOC 6.6 (relates to 3.5) understand and use with increasing facility, a wide range of terminology related to the technology they employ during their studies
- BOC 6.7 (relates to 3.6) report malfunctioning equipment to the teacher, and to provide anecdotal information that may be of help to maintenance technicians

### 2. SOCIAL, ETHICAL, AND HUMAN ISSUES (SEHI)

- The understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.
- SEHI 6.1 (relates to 3.1) share information resources, media equipment and computer equipment
- SEHI 6.2 (relates to 3.2) demonstrate respect for the privacy and intellectual property of others, maintain their personal privacy and safety

- SEHI 6.3 (relates to 3.2) begin to identify social and ethical issues associated with the global access and distribution of information; and to develop concern for the accuracy of information, personal privacy and safety when in electronic environments such as Internet, with the assistance of the teacher
- SEHI 6.4 (relates to 3.3) identify changes in the ways that information is collected, represented and transmitted, and the impacts such changes have on individuals, communities, and cultures
- SEHI 6.5 (relates to 3.3) identify and use the social conventions of online communication during Internet communication
- SEHI 6.6 (relates to 3.4) identify and give specific examples where cultural values and experiences influence the information and entertainment products they use
- SEHI 6.7 (relates to 3.5) include in their own work the copyrighted materials of others only when permission to do so has been received
- SEHI 6.8 (relates to 3.6) follow the *Public School Program Network Access and Use Policy*

### 3. PRODUCTIVITY (PTS)

- The efficient selection and use of ITC to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- PTS 6.1 (relates to 3.1) select from a range of media and software to best represent the content and purpose of their learning with growing independence
- PTS 6.2 (relates to 3.2) identify and describe different ways in which information available for use at this level can be created, stored, used, represented, and transmitted with growing independence
- PTS 6.3 (relates to 3.3) collaborate with the teacher and peers to use software to brainstorm, develop a thought web, and outline ideas under study
- PTS 6.4 (relates to 3.1, 3.3) conduct simple research, then plan and create a representation of their learning, such as a storyboard, a multimedia presentation, an audio recording, a web page, or a print publication independently and in collaboration with others
- PTS 6.5 (relates to 3.4) record and edit still imaged, moving images, and sound to represent their learning to particular audiences, with teacher assistance
- PTS 6.6 (relates 3.1, 3.3) create navigable web pages and other forms of multimedia which incorporate text, still and moving images, and links to external resources independently and in collaboration with others
- PTS 6.7 (relates to 3.1, 3.3) create simple databases of information which they query to discover information patterns and relationships during research

### 4. COMMUNICATION (CT)

- Specific, interactive technology use supports student collaboration and sharing through communication.
- CT 6.1 (relates to 3.1, 3.2) contribute to and learn from online discussions and websites designed for student curriculum use, with teacher supervision and assistance
- CT 6.2 (relates to 3.1, 3.3) send and receive electronic mail for curriculum purposes, and exchange files of curriculum-related information, with teacher assistance and direction

- CT 6.3 (relates to 3.2, 3.3) create, process, and represent their learning using language, conventions, and procedures associated with educational media and information and communication technology, with teacher assistance
- CT 6.4 (relates to 3.3) identify and give specific examples of how form, standards, conventions, and methods of information transmission affect students their age
- CT 6.5 (relates to 3.3) understand and apply basic principles of design and style in representing their learning

## **5. RESEARCH, PROBLEM SOLVING, AND DECISION MAKING (RPSD)**

- Students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology.
- RPSD 6.1 (relates to 3.1) locate relevant information by using the appropriate organizational features of and search strategies applicable to books, other print, audio CDs, videos, computer software, multimedia, online periodicals, and the Internet, with some teacher assistance
- RPSD 6.2 (relates to 3.2, 3.3) use appropriate technological tools for concept mapping, problem solving, observation, measurement, calculation, graphing and charting to explore concepts under study
- RPSD 6.3 (relates to 3.1, 3.2, 3.3) use research information to support arguments, with teacher support
- RPSD 6.4 (relates to 3.4) complete short, clearly defined research tasks, assessing information selected from several sources beyond paper and print-based media, with some teacher assistance
- RPSD 6.5 (relates to 3.5) acknowledge the sources of their information using simple citation formats, with independence

# Mathematics 6

## General Curriculum Outcomes

- A. Students will demonstrate number sense and apply number theory concepts.
- B. Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.
- C. Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.
- D. Students will demonstrate an understanding of and apply concepts and skills associated with measurement.
- E. Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.
- F. Students will solve problems involving the collection, display, and analysis of data.
- G. Students will represent and solve problems involving uncertainty.

## Specific Curriculum Outcomes

Students will be expected to

- A1 represent large numbers in a variety of forms
- A2 represent fractions and decimals
- A3 write and interpret ratios, comparing part-to-part and part-to-whole
- A4 demonstrate an understanding of equivalent ratios
- A5 demonstrate an understanding of the concept of percent as a ratio
- A6 demonstrate an understanding of the meaning of a negative integer
- A7 read and write whole numbers in a variety of forms
- A8 demonstrate an understanding of the place-value system
- A9 relate fractional and decimal forms of numbers
- A10 determine factors and common factors
- A11 distinguish between prime and composite numbers
  
- B1 compute products of whole numbers and decimals
- B2 model and calculate the products of two decimals
- B3 compute quotients of whole numbers and decimals
- B4 model and calculate the quotients of two decimals
- B5 add and subtract simple fractions using models
- B6 demonstrate an understanding of the function nature of input-output situations
- B7 solve and create relevant addition, subtraction, multiplication, and division problems involving whole numbers
- B8 solve and create relevant addition, subtraction, multiplication, and division problems involving decimals
- B9 estimate products and quotients involving whole numbers only, whole numbers and decimals, and decimals only
- B10 divide numbers by 0.1, 0.01, and 0.001 mentally



- B11 calculate sums and differences in relevant contexts by using the most appropriate method  
B12 calculate products and quotients in relevant contexts by using the most appropriate method
- C1 solve problems involving patterns  
C2 use patterns to explore division by 0.1, 0.01, and 0.001  
C3 recognize and explain how changes in base or height will affect areas of rectangles, parallelograms, or triangles  
C4 recognize and explain how an increase in height, width, or length of a rectangular prism changes its volume  
C5 recognize and explain how the change in one term of a ratio affects the other term  
C6 represent equivalent ratios using tables and graphs  
C7 represent square and triangular numbers concretely, pictorially, and symbolically  
C8 solve simple linear equations using open frames  
C9 demonstrate understanding of the use of letters to replace open frames
- D1 use the relationship among particular SI units to compare objects  
D2 describe mass measurements in tonnes  
D3 demonstrate an understanding of the relationship between capacity and volume  
D4 estimate and measure angles using a protractor  
D5 draw angles of given sizes  
D6 continue to solve measurement problems involving length, capacity, area, volume, mass, and time  
D7 demonstrate an understanding of the relationships among the base, height, and area of a parallelogram  
D8 demonstrate an understanding of the relationship between the area of a triangle and the area of a related parallelogram  
D9 demonstrate an understanding of the relationships among the three dimensions of a rectangular prism and its volume and its surface area
- E1 describe and represent the various cross-sections of cones, cylinders, pyramids, and prisms  
E2 make and interpret orthographic drawings of 3-D shapes made with cubes  
E3 make and apply generalizations about the sum of the angles in triangles and quadrilaterals  
E4 make and apply generalizations about the diagonal properties of trapezoids, kites, parallelograms, and rhombi  
E5 sort the members of the quadrilateral “family” under property headings  
E6 recognize, name, describe, and represent similar figures  
E7 make generalizations about the planes of symmetry of 3-D shapes  
E8 make generalizations about the rotational symmetry property of all members of the quadrilateral “family” and of regular polygons  
E9 recognize and represent dilatation images of 2-D figures and make connections to similar figures  
E10 predict and represent the result of combining transformations
- F1 choose and evaluate appropriate samples for data collection  
F2 identify various types of data sources  
F3 plot coordinates in four quadrants  
F4 use bar graphs, double bar graphs, and stem-and-leaf plots to display data  
F5 use circle graphs to represent data proportionally  
F6 interpret data represented in scatterplots  
F7 make inferences from data displays  
F8 demonstrate an understanding of the differences among mean, median, and mode  
F9 explore relevant issues for which data collection assists in reaching conclusions

- G1 conduct simple simulations to determine probabilities
- G2 evaluate the reliability of sampling results
- G3 analyze simple probabilistic claims
- G4 determine theoretical probabilities
- G5 identify events that could be associated with a particular theoretical probability

# Music 6

## General Curriculum Outcomes

Students will be expected to

1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
4. respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments
6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

## Specific Curriculum Outcomes

Students will be expected to

- 1.1.1 sing and play with others, with emphasis on an ability to maintain their part within simple textures including two-part repertoire
- 1.2.1 create and interpret music that communicates thoughts, experiences, and feelings
- 1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture through language, movement, and performance
- 1.3.1 sight-read simple melodies from traditional notation with an emphasis on melodic sequence and phrasing
- 1.4.1 create and notate short musical works to express and communicate personal feelings with an emphasis on theme and variations
- 2.1.1 improvise simple harmonic accompaniments
- 2.2.2 select from a variety of materials, techniques, and forms to create, make, and present music
- 2.3.1 participate in small- and large-ensemble music making, performing a varied repertoire of music
- 3.2.1 participate in, describe, and compare music experiences in their school and community
- 3.3.1 experiment with styles, techniques, and instruments from a variety of cultural and historical contexts in creating, making, and presenting music

- 3.4.1 use a variety of musical forms to give meaning to Canadian cultural and historical events and issues
- 3.5.1 investigate the roles of musicians in their community and potential careers available to those trained in music
- 4.1.1 use their knowledge and experience to perform and respect music of diverse cultural groups
- 4.2.1 explore the role music plays in the cultures of Latin America and Europe
- 4.3.1 demonstrate an understanding of the power of music, past and present, to express and communicate ideas and feelings
- 5.1.1 examine the role that music plays in popular culture and the media
- 5.1.2 identify and describe connections between music and other curricular areas
- 5.2.2 express and communicate personal feelings through music and written and spoken language
- 6.1.1 analyze musical solutions to make informed choices based on the thoughts, images, and feelings that the music expresses
- 6.2.1 analyze and make decisions about various interpretations of a work
- 6.2.2 identify form and principles of design in classroom repertoire and their own compositions
- 6.4.1 compare subjective and objective responses to music, and examine the relationship between them
- 7.1.1 recognize by sight and sound and categorize by family, orchestral, and keyboard instruments of various cultures
- 7.2.1 select from a variety of technologies to create and present music, using sound qualities for expressive effect
- 7.3.1 understand that changing technologies have produced new opportunities for expressive effect
- 7.4.1 demonstrate an awareness of ways in which technologies can be used to record and produce music (e.g., print, CDs, records, tapes, texts)
- 8.1.1 discover the reasons that specific musical works have been created
- 8.2.1 communicate the source of ideas and reasons for their own musical decisions
- 8.3.1 compare interpretations of their own and others' music, using appropriate terminology and considering the musical intent
- 8.4.1 reflect on their music making in light of what was intended through the use of available recording technologies

# Physical Education 6

## General Curriculum Outcomes

Students will be expected to

### KNOWING

- A. demonstrate an understanding of the concepts that support human movement
- B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### DOING

- C. demonstrate motor skills in all movement categories using efficient and effective body mechanics
- D. participate regularly in a variety of activities that develop and maintain personal physical fitness
- E. demonstrate creativity in all movement categories

### VALUING

- F. demonstrate positive personal and social behaviours and interpersonal relationships
- G. demonstrate positive attitudes toward and an appreciation of physical activity through participation
- H. demonstrate awareness of career and occupational opportunities related to physical activities

## Specific Curriculum Outcomes

Students will be expected to

### ACTIVE LIVING

- 1.1 seek out, participate with, and show respect for persons of like and different skill levels
- 1.2 select and lead a warm-up and cool-down activity
- 1.3 perform activity-specific stretching
- 1.4 demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit
- 1.5 participate in games, sports, dance, and outdoor pursuits, both in and outside school, based on individual interests and capabilities
- 1.6 demonstrate the ability to officiate a small-group game in class, intramurals, or in the community (e.g., boys and girls club, scouts/guides)
- 1.7 select activities designed to improve and maintain muscular strength and endurance, flexibility, and cardiorespiratory functioning
- 1.8 explain the benefits of good nutrition on activity level

**ALTERNATIVE ENVIRONMENTS**

- 2.1 participate in an orienteering-type activity using a map and compass on the school grounds or at a local park
- 2.2 describe a list of activities in which he/she participates in alternative environments
- 2.3 demonstrate an understanding of the implications of the term “environmental citizenship”
- 2.4 appreciate and recognize the effects of human activity on the environment
- 2.5 set up a mock campsite on the school grounds (including tent set-up and site preparation)

**DANCE**

- 3.1 teach a dance of his/her choice to a group of younger students
- 3.2 perform dance sequences that show smooth transitions between movements
- 3.3 create dance sequences using a variety of external stimuli (e.g., parachute, scarf, umbrella, home-made instrument) focusing on body shapes
- 3.4 select a dance form and research its historical, social, and cultural context
- 3.5 recognize the role of dance in getting to know and understand others’ cultures

**EDUCATIONAL GYMNASTICS**

- 4.1 use small equipment (e.g., ribbon, ball, club) to create rhythmic gymnastic sequences to music
- 4.2 demonstrate ways to transfer weight, from feet to hands, at fast and slow speeds, using large extension (e.g., mule-kick, handstand, cartwheel)
- 4.3 create and perform repeatable sequences (with a partner or in a small group) involving rolling and other skills (e.g., travelling, balancing, and weight transfers)
- 4.4 balance in a symmetrical or asymmetrical shape on large gymnastics equipment (e.g., beam, table, bench)
- 4.5 balance on a variety of moving objects (e.g., balance board, skates, scooter)
- 4.6 set up apparatus that promote climbing, swinging, pulling, and hanging
- 4.7 transfer gymnastics skills (e.g., balance) into other movement categories

**SKILL DEVELOPMENT**

- 5.1 design and play small-group co-operative games
- 5.2 perform an overhead volley using a lightweight ball back and forth with a partner across a medium-level net or rope
- 5.3 strike a rebounding ball from a wall using forehand or backhand strokes, moving back to a ready position between strokes
- 5.4 throw a variety of objects combining both accuracy and distance (e.g., Frisbees, deck tennis ring, football)
- 5.5 explain and apply safety procedures in equipment handling and game play
- 5.6 manipulate objects (e.g., kick, throw) using varied amounts of force, flow, and speed appropriate to the given situation
- 5.7 pass and catch a ball while guarded by opponents
- 5.8 explain why time and effort are prerequisites for skill improvement and fitness benefit

# Science 6

## General Curriculum Outcomes

### STSE/KNOWLEDGE

1. Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)
3. Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### SKILLS

2. Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

### ATTITUDES

4. Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

## Specific Curriculum Outcomes

Students will be expected to

### Physical Science: Electricity

#### USES FOR ELECTRICITY

- demonstrate how electricity in circuits can produce light, heat, sound motion, and magnetic effects (303-26)
- describe how electricity has led to inventions and discuss electrical safety features at work and at play (107-9, 106-4, 108-2, 303-31)

#### INVESTIGATING STATIC ELECTRICITY

- make predictions and investigate static electricity; and draw conclusions based on evidence (104-5, 204-3, 204-7, 205-9, 206-5)

**CIRCUIT PATHWAYS**

- compare a variety of electrical pathways by constructing simple circuits, series circuits, and parallel circuits and illustrate them with appropriate symbols (303-23, 303-25, 207-2)
- perform activities that compare the conductivity of different solids and liquids (205-3, 300-20)
- describe the role of switches in electrical circuits, and identify materials that can be used to make a switch (303-24, 204-8)

**ELECTROMAGNETS AND ELECTRIC GENERATORS**

- investigate and describe the relationship between electricity and magnetism using electromagnets and electric generators (204-1, 303-27, 303-22)

**CONSUMPTION AND CONSERVATION**

- explain various methods by which electricity is generated including renewable and non-renewable (105-3, 303-28, 303-29)
- describe how our actions could lead to reducing electrical energy consumption in your environment (108-5, 108-8, 303-30, 106-3)

**Physical Science: Flight****DRAG**

- demonstrate methods for altering drag in flying devices and describe and show improvements in design (206-6, 301-18)

**LIFT AND WING SHAPE**

- identify characteristics and adaptations from living things that have led to flight designs (104-3, 106-3, 300-21)
- plan and perform a fair test demonstrating the characteristics that influence lift on objects in flight (204-7, 301-17, 303-32)

**LIFT**

- identify characteristics and adaptations from living things that have led to flight designs (104-3, 106-3, 300-21)
- identify and collect information using models that involve lift (205-5, 303-33)

**THRUST AND PROPULSION**

- describe examples of technological design between aircraft and spacecraft, and their influence on our lives (105-3, 107-9, 300-22)
- describe and demonstrate the means of propulsion for flying devices, using a variety of sources (303-34)



## Earth and Space Science: Space

### SPACE EXPLORATION

- describe and give examples of information and contributions that have led to new inventions and applications (106-3, 107-15, 206-4)
- describe and compare how different societies have interpreted natural phenomena, using a variety of sources, to validate scientific knowledge (105-6, 205-8, 107-3)
- describe, based on evidence, and make conclusions about how astronauts are able to meet their basic needs in space (206-5, 301-21)

### RELATIVE POSITION AND MOTION OF EARTH, THE MOON, AND THE SUN

- demonstrate how Earth's rotation causes the day and night cycle and how Earth's revolution causes the yearly cycle of seasons (301-19)
- observe and explain how the relative positions of Earth, the moon, and the sun are responsible for the moon phases, eclipses, and tides (301-20)

### THE SOLAR SYSTEM

- gather information, describe, and display the physical characteristics of components of the solar system (205-2, 300-23, 104-8)

### STARS AND CONSTELLATIONS

- identify constellations from diagrams, pictures, and/or representations of the night sky (302-13, 207-2)
- describe and compare how different societies have interpreted natural phenomena, using a variety of sources, to validate scientific knowledge (105-6, 205-8, 107-3)

## Life Science: Diversity of Life

### THE ROLE OF A COMMON CLASSIFICATION SCHEME FOR LIVING THINGS

- create and analyze your own chart or diagram for classifying and describe the role of a common classification system (206-1, 206-9, 300-15)

### THE ANIMAL KINGDOM: VERTEBRATES AND INVERTEBRATES

- classify animals as vertebrates or invertebrates and compare the characteristics of mammals, birds, reptiles, amphibians, and fishes (300-16, 300-17)
- classify common arthropods using a variety of sources (205-8, 300-18)

### MICRO-ORGANISMS

- identify and use appropriate tools to examine micro-organisms and describe how they meet their basic needs (204-8, 300-19, 302-12)
- provide examples of how science and technology have been used in identifying and controlling micro-organisms by different people around the world (107-3, 107-6)

**ADAPTATIONS AND NATURAL SELECTION**

- propose questions and gather information about the relationship among the structural features of plants and animals in their environments and identify the positive and negative impacts of humans on these resources (204-1, 108-8)
- classify and compare the adaptations of closely related animals living in their local habitat and in different parts of the world and discuss reasons for any differences (301-15, 104-5, 204-6)
- identify changes in animals over time and research and model the work of scientists (107-11, 207-4, 301-16)

# Social Studies 6

## General Curriculum Outcomes

Students will be expected to

### **CITIZENSHIP, POWER, AND GOVERNANCE**

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### **CULTURE AND DIVERSITY**

- B. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives

### **INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS**

- C. demonstrate the ability to make responsible economic decisions as individuals and as members of society

### **INTERDEPENDENCE**

- D. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

### **PEOPLE, PLACE, AND ENVIRONMENT**

- E. demonstrate an understanding of the interactions among people, places, and the environment

### **TIME, CONTINUITY, AND CHANGE**

- F. demonstrate an understanding of the past and how it affects the present and the future

# Specific Curriculum Outcomes

## Conceptual Organizer: World Cultures

Students will be expected to

### UNIT ONE: AN INTRODUCTION TO CULTURE

- 6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives
  - classify elements of culture as material or non-material
  - investigate how cultures are transmitted from generation to generation
  - identify factors that shape culture
- 6.1.2 identify, locate, and map major cultural regions of the world
  - recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history
  - use various criteria to identify, locate, and map cultural regions
  - give examples of social and cultural diversity in the world
- 6.1.3 analyze the importance of cross-cultural understanding
  - give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
  - explain the concept of a stereotype
  - examine the extent to which the mass media stereotype different cultural groups
  - give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)
- 6.1.4 identify and explain factors that are creating a more global culture around the world
  - describe how the movement of people impacts on cultures
  - explain how the spread of ideas and technology is creating a more global culture
  - give examples that are illustrative of a global culture

### UNIT TWO: ENVIRONMENT AND CULTURE

- 6.2.1 compare climate and vegetation in different types of physical regions of the world
  - identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts, and grasslands
  - give examples of the characteristics of climate and vegetation in these different types of physical regions
  - give examples of similarities and differences of the climate and vegetation in these different types of physical regions
- 6.2.2 assess the relationship between culture and environment in a selected cultural region
  - identify, locate, and map the cultural region selected and identify its physical environment(s)
  - analyze how the way of life in this culture is influenced by its physical environment(s)
  - evaluate the impact that culture has on the environment
- 6.2.3 compare the use of resources and sustainability practices between Canada and a selected country
  - give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
  - explain reasons for different perspectives on the use of resources and sustainability practices

**UNIT THREE: SOME ELEMENTS OF CULTURE**

- 6.3.1 examine how traditions relate to culture in a selected cultural region
- identify, locate, and map the selected region including examples of its major features
  - describe how religious traditions influence the region’s culture
  - describe how customs and rituals are reflected in the region’s culture
  - analyze how change factors affect cultural traditions
- 6.3.2 describe how government relates to culture in a selected country
- identify, locate, and map the selected country including examples of its major features
  - describe the government of the selected country
  - give examples of how government influences, and has influenced, culture
- 6.3.3 explain how economic systems relate to cultures
- identify different economic systems
  - examine the differences among different economic systems
  - explain how the economic programs and services of a country influence its culture
  - identify current economic trends that are influencing culture

**UNIT FOUR: EXPRESSIONS OF CULTURE**

- 6.4.1 analyze how the arts reflect beliefs and values in a selected cultural region
- identify visual arts, crafts, dance, and music practised in the region
  - analyze how music and dance reflect the beliefs and values of the culture
  - analyze how crafts and visual art reflect the beliefs and values of the culture
- 6.4.2 examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- examine the extent to which language is important in preserving culture
  - use examples of literature and oral tradition to explain how cultural values and beliefs are reflected
  - demonstrate an understanding of the importance of theatre arts in expressing culture
- 6.4.3 analyze the extent to which sports and games are expressions of culture in a selected cultural region
- explore sports and games that reflect the geographic influences of the culture
  - analyze how the sports and games reflect the beliefs and values of the culture
  - examine whether current trends reflect increased globalization in sport

**UNIT FIVE: WORLD ISSUES**

- 6.5.1 analyze the effects of the distribution of wealth around the world
- use statistical data to represent the distribution of wealth around the world
  - examine the effects of the uneven distribution of wealth on quality of life
  - define poverty and give examples of its effects
- 6.5.2 examine selected examples of human rights issues around the world
- give examples of rights included in the United Nations Declaration of the Rights of the Child
  - give examples of rights included in the United Nations Universal Declaration of Human Rights
  - identify human rights issues related to rights of children
  - examine selected examples of current human rights abuses

- 6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens
- explain the rights and responsibilities of being a global citizen
  - support a position on a local/national/international issue after considering various perspectives
  - plan and take age-appropriate actions to address local/national/international problems or issues

**UNIT SIX: CANADA: REFLECTIONS ON A MULTICULTURAL MOSAIC**

- 6.6.1 illustrate an understanding of how cultures from around the world have contributed to the development of Canada’s multicultural mosaic

# Visual Arts 6

## General Curriculum Outcomes

### MAKING

1. Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.
2. Students will use a range of independent and collaborative art-making strategies.

### LOOKING

3. Students will examine a broad range of artworks through time and cultures.
4. Students will interact with sensitivity to and respect for their own artwork and that of others.

### REFLECTING

5. Students will bring personal meaning to artwork and communicate their discoveries.
6. Students will demonstrate an awareness and appreciation of art as a lifelong process.

## Specific Curriculum Outcomes

Students will be expected to

- 1.1 express through art making an awareness of the complexities of the world and their role in it
- 1.2 demonstrate ability and initiative in the use of techniques, technologies, materials, and equipment
- 1.3 use a combination of visual elements and principles of art and design in art making
- 2.1 work independently and collaboratively to apply learned skills, solve problems, and respond to experiences and ideas
- 3.1 compare works of art across time and culture
- 3.2 demonstrate an awareness of artists' styles, intentions, and approaches
- 3.3 use technology to locate and explore works of art
- 4.1 discuss ideas and approaches with sensitivity and respect
- 4.2 show appreciation of individual differences in artwork
- 4.3 demonstrate that there are many ways of perceiving and knowing
- 4.4 discover art as a way of expressing ideas
- 5.1 explore language that is used to talk about art
- 5.2 demonstrate the ability to articulate their responses to works of art
- 5.3 demonstrate an understanding of the lives of artists within cultural/historical/social contexts

- 6.1 demonstrate a sensitivity towards the natural and built environment through their artwork
- 6.2 examine the role of the media and discuss their effects on their lives and the lives of others
- 6.3 describe and value the role of art and artists in their local communities