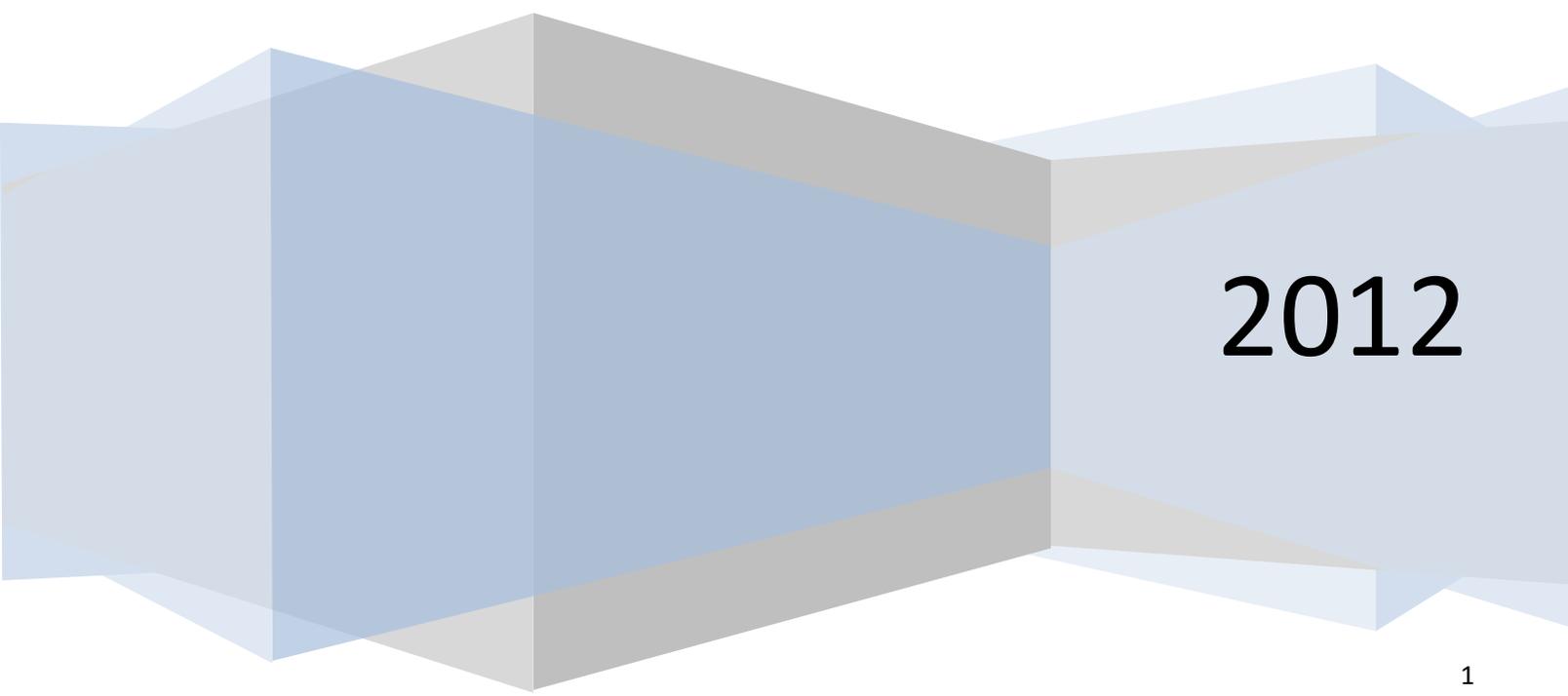


**GRADE 3**  
**CURRICULUM PACKAGE**  
June 2012



2012



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## INTRODUCTION

This document contains grade level learning outcomes and suggested achievement indicators for Grade 3 students. The SSDEC Curriculum Grade Level Packages for K-9 are available at [www.ssdec.nt.ca](http://www.ssdec.nt.ca).

*The Grade 3 Curriculum Package is not intended to replace the complete versions of the approved NWT Curriculum. Please be advised that educators will serve their students best by engaging with full curriculum for each discipline as these provide the philosophy behind its development as well as valuable tools for delivery of concepts.*

### **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

### **Required Areas of Study**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health
- Physical Education
- Arts: Dance, Drama, Music and Visual Art

Additional information can be found at <http://www.ece.gov.nt.ca/> under the Kindergarten to grade 12 link, which will take you to the tab called, Curriculum Services.

### **How to Use This Document**

Suggested uses for this document might include, supporting:

- *Multi-graded classrooms*
- *Student Support Plans*
- *Students' understanding of where specific learning outcomes become more sophisticated and challenging*
- *Parents' understanding of where their student may currently be in their learning and what they are ready for next*

## **ACKNOWLEDGMENTS**

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# BLOOM'S REVISED TAXONOMY



## Creating

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing.*



## Evaluating

Justifying a decision or course of action

*Checking, hypothesising, critiquing, experimenting, judging*



## Analysing

Breaking information into parts to explore understandings and relationships

*Comparing, organising, deconstructing, interrogating, finding*

## Applying

Using information in another familiar situation

*Implementing, carrying out, using, executing*



## Understanding

Explaining ideas or concepts

*Interpreting, summarising, paraphrasing, classifying, explaining*

## Remembering

Recalling information

*Recognising, listing, describing, retrieving, naming, finding*



## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

## BLOOM'S REVISED TAXONOMY **COGNITIVE** DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

## BLOOM'S REVISED TAXONOMY **AFFECTIVE** DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

## BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	<b>BLOOM'S REVISED ORDER</b>	<b>ACTIONS</b>	<b>EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING</b>	
<b>HIGHER-ORDER THINKING</b>	<p><b><u>Creating</u></b></p> <p>(Putting together ideas or elements to develop an original idea or engage in creative thinking).</p>	Designing Constructing Planning Producing Inventing Devising Making	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What would you do differently next time?</li> <li>• Why?</li> <li>• What could you do next? Why?</li> </ul>
	<p><b><u>Evaluating</u></b></p> <p>(Judging the value of ideas, materials and methods by developing and applying standards and criteria).</p>	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Look at what you are _____, <ul style="list-style-type: none"> <li>• What do you think could be a problem with the way it is made?</li> <li>• Why do you think that?</li> <li>• What do you think will work really well?</li> <li>• Explain why you think so</li> </ul>
	<p><b><u>Analyzing</u></b></p> <p>(Breaking information down into its component elements).</p>	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	<ul style="list-style-type: none"> <li>• Do you see anything that is the same/different from _____?</li> <li>• How could you put this together in a different way? What would happen?</li> </ul>	<ul style="list-style-type: none"> <li>• How would your _____ change if you didn't have _____?</li> <li>• What could you use instead?</li> <li>• Why do you think it would work?</li> </ul>
<b>LOWER-ORDER THINKING</b>	<p><b><u>Applying</u></b></p> <p>(Using strategies, concepts, principles and theories in new situations).</p>	Implementing Carrying out Using Executing	What other uses does _____ have? <ul style="list-style-type: none"> <li>• New Context</li> <li>• Different Purpose</li> <li>• Combine new context &amp; new purpose</li> </ul>	What if you wanted to use what you are (making/cooking etc.) for a new/different purpose. What would you: <ul style="list-style-type: none"> <li>• Add?</li> <li>• Remove?</li> <li>• Change?</li> </ul>
	<p><b><u>Understanding</u></b></p> <p>(Understanding of given information).</p>	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how this (item/ingredient/part/amount etc.) is important to what you are doing.</li> </ul>
	<p><b><u>Remembering</u></b></p> <p>(Recall or recognition of specific information).</p>	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: <ul style="list-style-type: none"> <li>• Building</li> <li>• Exploring</li> <li>• Cooking</li> <li>• Serving</li> <li>• Making</li> <li>• Inventing</li> <li>• Planning</li> </ul>	Tell me what you are using to: <ul style="list-style-type: none"> <li>• Cook</li> <li>• Build</li> <li>• Investigate</li> <li>• Serve</li> <li>• Examine</li> <li>• Fix</li> <li>• Copy</li> </ul>

## DENE KEDE - GRADE 3

### Spirituality

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Spiritual Power:</b> Students should understand that although Spiritual Powers were a gift for survival from the Creator, they were given with Rules of Conduct. Students should be aware of the rules of conduct and the implications of adhering or not adhering to those principles. The Dene youth of today hunger for this kind of information and it is important that they are given the proper information.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that everything has a spirit and respect the power that lies in all things</li> <li>• Know there is good and bad Spiritual Power</li> </ul>
<p><b>Living Force:</b> The students should experience the Living Force in its concrete and powerful form so that they can come to understand and accept the force. If the students are involved in the rituals which acknowledge the Living Force, they will come to see the land, water and air differently. They will become more connected to the land and have a stronger commitment to it. They will come to respect the land and to protect it from pollution. The experiences for the Living Force unit should be integrated into the activities which take place on the land in other thematic units.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the significance of the Living Force for the Dene: land and water generally are living things &amp; are powerful.</li> <li>• Know how to approach the Force or how to behave in its presence.</li> <li>• Show acceptable (according to local custom) behaviour in the presence of the Force.</li> <li>• Show respect by "paying" the Force. Know the kinds of things that can be made from the land to offer as gifts (e.g. decorated willows).</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know where the Living Force is evident: e.g. Chipewyan know of an area in the River; Dogrib know of a whirlpool; Sahtu know their lake (Great Bear) as having a Living Force.</li> <li>• Know there is good and bad Spiritual Power</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to independently show respect to the Living Force, either in the land or waters, or in special places near the community.</li> <li>• Identify feelings they have when they pray to or pay the Living Forces in the land and waters about them.</li> <li>• Develop greater self-reliance as they learn how to maintain a relationship with the Living Force on their own (how and what to pay the Living Force, how to make requests).</li> </ul>
<p><b>One Who Circled the Earth:</b> The story of Yamozha ties the Dene to the land and to each other. Dene students will develop a sense of unity through the universal story about "The One Who Circled the Earth". The legend of "The One Who Circled the Earth" is common to all five Dene tribes. Thus, it ties the tribes together into the Dene Nation. "The One Who Circled the Earth" not only ties the Dene Nation together, it ties the Dene Nation to the whole world because this greatest of medicine men circled the planet. Students must begin to recognize that their tribe is a part of something bigger and greater. They must begin to recognize who they are a part of and together with. Students will understand the nature of Dene laws and where they have come from, and as a result come to respect the laws.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the regional legend about "The One Who Circled the Earth".</li> <li>• Be familiar with the concept of medicine power and that "The One Who Circled the Earth" was the greatest of medicine men.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know which animals are significant in the story.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that it is the responsibility of the elders and teachers to pass on the story of "The One Who Circled the Earth" to the children.</li> <li>• Respect the story tellers.</li> </ul>

## DENE KEDE - GRADE 3

### Spirituality

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Drum:</b> To give students the sacred gift of the drum which can be used for creating a sense of unity with other Dene, and to help the students in their prayers and meditations as well as for recreational enjoyment</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the origin of the drum</li> <li>• Be willing to experience the spiritual uses of the drum today: through prayer and in ceremonies.</li> <li>• Be able to care for the drum as a sacred object, which must always be put away or hung up.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be able to behave appropriately at gatherings where drums are used (recreation, prayer, celebration).</li> <li>• Be willing to experience dancing to a drum with others and feel the sense of unity that is created.</li> <li>• Identify community people who are recognized for having ability in drumming and singing, in making drums, or in telling stories about the drum.</li> <li>• Recognize different rhythms that are used for different purposes.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be aware of new skills and knowledge.</li> <li>• Be aware of the meaning or effect of the drum Be aware of the effect of one's behaviour on others at gatherings where the drum is being used for spiritual or recreational purposes</li> </ul>
<p><b>Fire:</b> Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that fire is a gift from the Creator that has enabled the survival of the Dene. Fire did not come from the earth. Fire has great power because it comes from the sun. It can only be controlled with great power.</li> <li>• Fire is a living force which has declared that all men will live and survive with it till the end of time. To show our respect to the gift of life, we pay the fire.</li> <li>• Fire can give the gift of health.</li> <li>• Fire appreciates the person who restores life to it. It will prolong the life of the person who lights it early in the morning because it is a hungry person and likes to be lit early. A fire can never be filled. It has been fed since the beginning of time.</li> <li>• The first smoke of a fire that is lit is the strongest. This is a gift from the fire &amp; should be put in your hair.</li> <li>• Experience using fire to predict the arrival of visitors by trying what was done in the past: by placing a knotted caribou shoe lace into the fire and seeing the distance it shoots.</li> <li>• Be familiar with protocol respecting fire</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know the importance of taking matches and an axe or knife when going into the bush.</li> <li>• Be able to start a campfire and keep it going.</li> <li>• Know the different kinds of fire and fire wood for different purposes.</li> <li>• Know how to clean up campfire before leaving camp.</li> <li>• Know how to prevent unwanted fires.</li> <li>• Know how to make fire on the barren lands.</li> <li>• Know how Dene traditionally started a fire without matches.</li> <li>• Know how to start a fire in the bush without matches.</li> </ul>

## DENE KEDE - GRADE 3

### Spirituality

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Fire:</b> Fire is considered a living force which enables the Dene to survive. The students learn to respect fire for its spiritual meaning as well as for the practical uses and for fire safety.</p>	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that at a camp, everyone has responsibilities. It is the responsibility of the children to gather good firewood as required for different purposes.</li> <li>• Know that campsites are always left with wood and kindling for the use of the next traveller.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Know the importance for each individual to be self-reliant when it comes to surviving in the bush</li> </ul>
<b>The Land and the Sky</b>	
<p><b>Geography and Land Use:</b> The Dene elders have said that the land, Mother Earth, is life itself. If life is to continue, the land must be cared for. Students will understand the importance and meaning of their relationship to the land. The land has meant life and death to the people. The story of Dene people is told in the names given to places on the land including historically used places, and in the stories which come from there. Students will know that there are places identified in legends that have a 'living force', places that are sacred. The elders see that the children must become keepers of the land. Children must be given love of the land. From love will come respect, care, a sense of responsibility, a pride of tribe and homeland, and identification with the ideals connected to</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that the land, Mother Earth, is life itself.</li> <li>• Be familiar with the Creation story about origin of land (tribal stories about creation).</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• See the land as full, rich and life giving.</li> <li>• Know that traditional land etiquette protected the land in the same way as environmental practices of today intend to protect the land.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the concept of "user's right": families tend to use their own space for hunting and trapping over the years.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Develop a sense of respect for the land and a sense of identity and pride in being Dene.</li> <li>• Be willing to know and express respect for land in culturally appropriate ways.</li> <li>• Identify with their tribe and with the Dene Nation.</li> <li>• Know that as one becomes more capable on the land, one must maintain a sense of humility.</li> </ul>
<p><b>Water and Rivers:</b> Since time immemorial, the Dene have had a very deep respect for water and rivers as a living force and spirit. Lack of respect has meant death for individuals and the threat of death for many more because of actions and attitudes which pollute or harm our access to water. If the students can learn how important water is for life then perhaps not only will the life of an individual be saved, but that of all mankind. In the North, knowing the habits of water and rivers has been a matter of survival. Navigational skills will give students a greater sense of security on the land which in turn will make them feel more at one with the land and its water.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about important local bodies of water or rivers.</li> <li>• Know that the Dene consider the waters and rivers to be a living force which is very strong and powerful.</li> <li>• Know that traditionally, the Dene with the most power were the ones with medicine toward water.</li> <li>• Know that the Dene believe that if water is not respected, it will take life (you cannot breathe in the water).</li> <li>• Know that blessed water can be used to heal. Water for cleansing.</li> <li>• Be familiar with local customs and beliefs about water</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Understand that all living things need water. The Dene traditionally always made their camps beside bodies of water (for drinking, for cooking, for fishing, hunting and travel).</li> <li>• Know ways in which water can provide a living for some people (river boat pilots, fishermen, etc.).</li> <li>• Be able to recognize good drinking water.</li> </ul>

## DENE KEDE - GRADE 3

### The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Water and Rivers:</b> (continued)	<ul style="list-style-type: none"> <li>• Understand concepts of floating &amp; sinking: what things float, what sink, &amp; implications for water safety.</li> <li>• Know about basic water safety</li> <li>• Know the characteristics of the rivers and lakes in different seasons, e.g. the animals hunted and the condition of the river.</li> <li>• Know that rivers and lakes can be so polluted that people and animals can no longer use them.</li> <li>• Know ways in which students can prevent pollution.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be aware of how the seasonal changes of rivers or lakes near a community affect the mood and activity in a community: summer traffic and travel, threat of flooding, etc.</li> <li>• Know and experience the fun of using the lake or river for recreation: sports and boating.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to practice care on or around water.</li> <li>• Show humility by being respectful to water.</li> </ul> <p>Determine personal ways of making sure that pollution of community water source does not occur.</p>
<b>Trees:</b> To enable students to use and protect trees. Trees have been important to the survival of the Dene as well as of many animals upon which the Dene rely for food and for a livelihood. Also, trees are a vital part of what the Dene consider their home. It is hoped that if the students are given familiarity with trees and working with wood, they will see the need to conserve and protect the trees.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local beliefs regarding how trees should be treated.</li> <li>• Know that trees are living things from the Creator which must be protected.</li> <li>• Experience the soothing and calming effect of the sound of trees.</li> <li>• Be familiar with the kinds of spiritual tools made with parts of trees. e.g. decorated willow for paying water, drums, and masks.</li> <li>• Know that the birch with its many uses is respected and considered a sacred tree. The poplar on the other hand is not used as much and is considered to bring bad luck.</li> <li>• Be familiar with the Dene belief that spruce trees have memories and therefore they should not be cut down unless they are needed.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know about trees and forests.</li> <li>• Know kinds of trees in local area.</li> <li>• Know the parts of a tree.</li> <li>• Know how to protect trees, and conserve and manage forests.</li> <li>• Know how trees enable animals to survive.</li> <li>• Know the qualities and uses of different kinds of trees (see attached information).</li> <li>• Know that the birch is considered the most useful of trees: snowshoe frames, baskets, syrup, firewood, stems for scraping hides, etc.</li> <li>• Be able to work with parts of trees to make simple objects, both traditional and contemporary.</li> <li>• Be able to work with parts of trees to create crafts or art.</li> </ul>

## DENE KEDE - GRADE 3

### The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Trees:</b> (continued)	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the people in the community who work with wood, especially local wood, and appreciate their skills.</li> <li>• Be able to identify people in the community who do craft and art with wood or bark.</li> <li>• Know about games people enjoyed playing using trees or objects made from trees.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of trees and make personal decisions about how students will respect them in the future.</li> </ul>
<b>Earth Medicine:</b> Earth medicine is a gift from the Creator which has enabled the Dene to survive. The students learn to respect the gift for its spiritual meaning as well as for its practical uses. Students also learn to respect the elders as those who carry this knowledge from the past.	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that students must not take or use earth medicines without the knowledge of an adult.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Show in some way that they value the knowledge they have gained about earth medicine</li> </ul>
<b>Sun:</b> Knowledge of the spiritual nature of the sun and the gifts it gives to people will give students a greater appreciation of it. Learning the survival skills which use the sun will help them when on the land.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that the sun is seen as powerful because it can change its form from season to season.</li> <li>• Know that the sun is associated with re-birth (spring and morning).</li> <li>• Know that the sun is a source of medicine power.</li> <li>• Know that the sun brought the gift of "fire" to the people.</li> <li>• Know the local customs and beliefs regarding eclipses of the sun.</li> <li>• Be familiar with legends which tell about the sun and its power.</li> <li>• Be aware of the joy that the Dene feel with the sun as it rises or when it comes back in the Spring.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Recognize and value the need for careful planning and foresight when camping.</li> <li>• Recognize the need for self-discipline when camping.</li> <li>• Be able to help in packing for a camp.</li> <li>• Be willing to stay on the land for a day for a picnic, snaring or fishing trip when weather is nice in spring or fall.</li> <li>• Know what factors are important in choosing a camp location in winter and summer</li> <li>• Be able to help in setting up a camp.</li> <li>• Be able to care for a camp</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally camping was a way of life for the Dene. People were always on the move following game throughout the seasons.</li> <li>• Appreciate and enjoy story-telling and other traditional leisure activities while at camp.</li> <li>• Know about traditional customs regarding camps for</li> </ul>

## DENE KEDE - GRADE 3

### The Land and the Sky

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Sun:</b> (continued)	<ul style="list-style-type: none"> <li>• Know that in order for a camp to run smoothly and enjoyably, all members must cooperate and be responsible.</li> <li>• Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones properly, etc.</li> <li>• Know that traditionally, one person was assigned to be the last one to leave the camp. That person would do the final "clean-up" by putting away poles, disposing of bones</li> <li>• Be willing to share food, the fire (everything at camp belongs to everyone)</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to rise early at camp and be helpful, getting the work done early in the day so that the rest of the day can be enjoyed.</li> <li>• Be willing to carefully obey the instructions of adults while at camp.</li> <li>• Make efforts to be careful, patient, persistent and responsible in doing any task given at a camp (e.g. carrying wood).</li> </ul>
<b>Plants:</b> The Dene rely heavily upon the use of plants in their daily lives. The Dene had many uses for plants in the past, both domestic and medicinal. Plants were also appreciated for their beauty in summer, indicating new life and plentiful food. The students will recognize the different kinds of plants in their area and know what their uses are.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that plants have life which must be respected.</li> <li>• Recognize and name which plants (or parts) are used for ceremonial purposes.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Name the parts of a plant (stem, leaves, roots, flowers, berries).</li> <li>• Recognize, name and pick local plants (or parts) used for food, and prepare and taste the food.</li> <li>• Recognize and name local plants which are harmful to people.</li> <li>• Recognize the various plants on which animals feed and be able to locate these plants.</li> <li>• Recognize behaviour which can lead to careless destruction of plants and identify how these can be prevented.</li> <li>• Know that many people, especially elders, find great joy on the land during the summer when the plants are full of life.</li> <li>• Know that local plants are used daily by the Dene, e.g. moss for diapers, doing dishes, brushes for floors, insulation (chinking log houses)</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene particularly enjoy tasks like plant or berry picking because it allows them to enjoy one another while they work.</li> <li>• Know that the origin of a handicraft can be identified by its floral design.</li> <li>• Know that Labrador tea was used by Dene people</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Become aware of the joy and peace that can be experienced by being among the sights and smells of plants in the summer time.</li> <li>• Become more aware of the variety of plants, their many uses as well as their aesthetic value.</li> </ul>

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### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Bear:</b> The bear is considered the most respected animal of the animal world. The students will learn to respect the bear as the leader amongst leaders and as having great powers in the human world. It is important to have a good relationship with the animals but especially with the bear</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends and stories about bears.</li> <li>• Know about the spiritual powers of the bear.</li> <li>• Be familiar with local knowledge about how the spiritual powers of the bear can be used.</li> <li>• Be able to address the bear properly (ùehtsee) Respected Grandfather and K'aowe (leader of animals).</li> <li>• Know which parts of the bear you cannot eat.</li> <li>• Be able to give thanks to the Creator for the bear.</li> <li>• Respect bears when they are hibernating.</li> <li>• Bear hide never used for clothing (taboo of South Slavey Dene).</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be familiar with bear behaviour.</li> <li>• Weather patterns are associated with behaviours of the bear.</li> <li>• Bear kinds: grizzly, black and brown.</li> <li>• Be able to describe its habitat and seasonal habits (cubs, diet, hibernation).</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be willing and able to listen to the legends and stories told by the elders about the bear.</li> <li>• Know that men are the key hunters of bear.</li> <li>• Share with others the stories that are heard.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Ask parents or grandparents about student's own relationship, if any, to the bear.</li> <li>• Be willing to share personal experiences about the bear.</li> </ul>
<p><b>Beaver:</b> The beaver is valued by the Dene because it has the gift of intelligence. It is the boss of intelligence. The beaver's existence on this land is very important to the shaping of Dene history.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the beaver.</li> <li>• Know the spiritual characteristics of the beaver.</li> <li>• Be familiar with the beliefs and customs with respect to the beaver.</li> <li>• Know the history of the very strong identifiable landmarks left by the beaver for the Dene.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Identify different kinds of beaver – Tsa benaæereede (beaked beaver).</li> <li>• Identify the characteristics of the beaver</li> <li>• Know the skills that the beaver uses to control its environment in order to survive.</li> <li>• Know difference between old and new dens.</li> <li>• Identify the different parts of the beaver.</li> <li>• Know that the winter season is best for hunting beavers.</li> </ul>

## DENE KEDE - GRADE 3

### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Birds:</b> The students will begin to notice and appreciate the many birds found in the North and their value to the Dene both past and present. The students will also become familiar with bird legends which will give students a deeper understanding of the value of birds to the Dene. .</p>	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Learn crafts using bird parts from various people in the community who still know how.</li> <li>• Understand the morals behind the bird legends which have to do with how people should act (e.g. through the raven stories we learn that we should not be overly proud of ourselves).</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Seek challenge and opportunity in learning about birds.</li> <li>• Seek challenge in beginning and completing independent projects for researching birds.</li> </ul>
<p><b>Caribou:</b> To give students skills for physical survival, to give students understanding and appreciation of the caribou as a spiritual entity, to give students ideas for possible uses of caribou for economic development. By giving students a respect for the caribou, the caribou will continue to provide for the Dene. Disrespect will mean their extinction.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the Dene Laws: not clubbing caribou, burying or putting bones on a stage.</li> <li>• Know special characteristics of caribou</li> <li>• Know that some people share dreams with the caribou. This is a gift which the person might not be able to share with others.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know kinds of caribou, their habitat, migration patterns, life cycles and kinds within a herd.</li> <li>• Know what caribou eat</li> <li>• Be able to help in the preparation of caribou meat and hides.</li> <li>• Be able to work with caribou hide and antlers: drums, clothing, etc.</li> <li>• Be familiar with the history of caribou as told by elders.</li> <li>• Know that killing and wasting caribou will endanger the herd.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that meat must be shared because caribou is a spiritual gift that must not be used for own gain.</li> <li>• Know that meat must be distributed in the community according to custom.</li> <li>• Know the role and meaning of the server during a feast. Be familiar with protocol in serving which includes asking in the proper way.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Know if they have personal medicine connections to the caribou and what kind of behaviour is required.</li> </ul>
<p><b>Dog:</b> The dog has played an important role in the survival of the Dene on the land. The students should be made aware of the positive value of dogs on the land.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about dogs</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know the ways in which the dog was used by the Dene to survive (transportation, hauling fish and wood, signalling for the presence of animals or strangers, thin ice, tracking for animals, etc.) with their keen hearing and smelling</li> <li>• Be familiar with how dogs are trained</li> </ul>

## DENE KEDE - GRADE 3

### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Dog</b> (continued)	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that historically, the dog has meant different things to the Dene.</li> <li>• Know the dangers of dogs to people</li> <li>• Know the bylaws regarding dogs in the community</li> <li>• Understand the value of the dog as a pet</li> <li>• Know what is considered proper behaviour of dogs in the community and in homes</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Take more personal responsibility for care and safety of family dogs</li> <li>• Self-expression. Tell stories about their own dogs: how they were named, why, experiences with them.</li> </ul>
<b>Fish:</b> The students must appreciate that fish have been one of the main sources of food for the Dene and will continue to be. Fish have therefore played a large role in the lives of the people.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about fish.</li> <li>• Know that fish are unlike other animals because they do not leave tracks. They must therefore be treated with special respect. (Rae-Edzo)</li> <li>• Know that fish are the water people. They say where they are going every season and they practice recreation and sports. Like the Dene they also migrate according to the seasons. (Délíné)</li> <li>• Know that fish, like all other animals, had grandparents. (Rae-Edzo)</li> <li>• Know the Dene laws regarding fish. Exercise care in handling fish and fish parts.</li> <li>• Be able to follow Dene laws regarding behaviour around a net.</li> <li>• Know the different personalities of fish (e.g. loche are very lazy).</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Appreciate fishing experiences as joyous and challenging.</li> <li>• Know the different fish and subspecies of fish found in the local area.</li> <li>• Know the life cycles of different species and their feeding habits.</li> <li>• Be able to help in the preservation and storing of fish (dryfish, semi-dry fish, stick fish, split fish, fish pemmican, cache).</li> <li>• Know the parts of the fish and their value to the Dene: which are considered edible, which are delicacies, medicinal uses, tools, etc.</li> <li>• Be able to prepare fish for dog food.</li> <li>• Be familiar with landmarks or markers left by Dene ancestors to indicate fishing locations.</li> <li>• Be able to help in the preparation for going hook fishing both in early spring and in late spring and fall.</li> <li>• Be familiar with how and where to fish with hooks in water and in ice.</li> <li>• Be able to prepare bait.</li> <li>• Be familiar with the concept of aboriginal fishing rights.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Work with others to catch and clean fish.</li> <li>• Share fish with others. Know the rules of etiquette regarding who gets what part of the fish, what not to eat, and how to eat.</li> </ul>

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### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Fish</b> (continued)	<ul style="list-style-type: none"> <li>• Know that knowledge of where and when to catch fish is passed on from generation to generation. This was knowledge crucial to the survival of the Dene in the past.</li> <li>• Hear personal fishing stories from people in the community (e.g. first net brought by steam ship).</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Understand that learning fishing skills can mean survival.</li> <li>• Challenge themselves to work hard to catch and to clean fish, and to learn the best ways to do so from the resource people and elders.</li> <li>• Find personal satisfaction in having learned new fishing skills or having had new fishing experiences.</li> <li>• Be willing to behave in ways that will keep the waters clean and pollution-free for the sake of the fish.</li> <li>• Know how to attend to a situation where a fish bone is lodged in the throat. The bone can be dislodged by eating bannock or bread.</li> </ul>
<b>Fox:</b> The fox contributes significantly to the Dene. The fox is trapped, but it gives itself willingly to ensure that life is sustained. The fox therefore must be sincerely respected at all times	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the qualities of the fox as described in legends: clever, shy, quick and busy.</li> <li>• Be familiar with local beliefs and customs with respect to the fox</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Identify the different kinds of fox found in the region and their physical characteristics.</li> <li>• Identify fox tracks.</li> <li>• Use fox fur to make crafts. (Rae-Edzo: headdress for dog harness out of fox tail.</li> </ul>
<b>Moose:</b> Moose meat and moose hides are prized by the Dene. Students will assist in hunting and skinning a moose. In learning these skills, students are also carrying on the knowledge and wisdom of a particular teacher, and taking part in an important Dene tradition. Students must also become familiar with the spiritual relationship of the Dene to the moose, and learn how to respect the moose. Respect means preservation of the moose; lack of respect means its extinction.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with elders' legends and stories about the moose.</li> <li>• Be familiar with local spiritual beliefs about the moose.</li> <li>• The Land</li> <li>• Know how moose care for their young.</li> <li>• Know the moose's habits (it is very intelligent), and use this knowledge in tracking, calling and hunting a moose.</li> <li>• Know that the diet of the moose includes a wide variety of vegetation. This diet differs in summer and winter</li> <li>• See the need for preserving the environment and the population of moose for future generations.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill.</li> <li>• Identify who are the good moose hunters in your community.</li> <li>• Know that moose meat should be shared with others.</li> <li>• Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill.</li> <li>•</li> </ul>

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### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Moose</b> (continued)	<ul style="list-style-type: none"> <li>• Identify who are the good moose hunters in your community.</li> <li>• Know that moose meat should be shared with others.</li> <li>• Know that in the past, there were hunters who specialized in moose hunting. These were known to be very skilled hunters because hunting of moose requires great skill.</li> </ul>
<p><b>Rabbit:</b> The student will respect the rabbit as being a gift from the Creator. It was the rabbit that gave the gift of dance to the Dene. The student will appreciate the rabbit for being an important source of food when large game could not be found. The student will obtain the skills required to snare and prepare rabbit for its many uses. People who go on the land bring fixings for rabbit snaring as a matter of course (like bringing matches). This is survival that children can learn at a very early age because of the safeness of the equipment.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that people share the world with the rabbit. The rabbit is a gift from the Creator and must be respected.</li> <li>• Show respect to the rabbit</li> <li>• Respect those who will not eat rabbit.</li> <li>• Be familiar with local stories and beliefs about the rabbit.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know how the rabbit’s body helps it to stay alive.</li> <li>• Know that rabbits were a main source of food for the Dene when caribou were not available.</li> <li>• Know habits and habitat of the rabbit</li> <li>• Know what other animals depend on the rabbit as a major source of food.</li> <li>• Know how to skin a rabbit.</li> <li>• Know how to prepare rabbit meat for food. Brains for baby food, bone grease made by chopping up leg bones and boiling.</li> <li>• Know how to use the skin and bones for thing (clothing, duffels, blankets, necklaces, and sinews for snares).</li> <li>• Know that a tribe of people was named Hareskin because of the clothing they wore.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Share rabbit meat with others.</li> <li>• Learn about rabbits and about snaring from resource people in the community.</li> <li>• Learn respectful behaviour toward those who teach or share knowledge.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Know that sharing brings respect from others and results in feelings of increased self-worth.</li> <li>• Know that the rabbit’s character is worthy of copying.</li> <li>• Understand that the rabbit is more than a cute cartoon-like animal. The rabbit is a gift from the Creator to enable people to survive, and is a creature which is given certain kind of respected.</li> <li>• Be willing to share rabbit stories and songs with others.</li> </ul>
<p><b>Raven:</b> Raven stories can help students understand themselves and their behaviour better. Raven stories are also a good example of how things are perceived quite differently by the Dene and other cultures. Children are exposed to a lot of raven stories.</p>	<p><b>SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the raven.</li> <li>• Know that ravens, seagulls and flies are germ killers.</li> <li>• Know that ravens are believed to have special powers: bearing bad news when crowing at night, a source of healing, able to calm windy weather, bring good luck</li> <li>• Know that the raven’s character is a reflection of human beings: independent, generous, kind, helpful, vain, mischievous, conniving and manipulative.</li> </ul>

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### Animals

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Raven</b> (continued)	<ul style="list-style-type: none"> <li>• Know that even in today's world the raven deserves respect, because it is our connection with the past and the Real People. It is the only person who still speaks the language of the time when the world was first created. It was the only animal which can change into human form. Because it still exists, we can say that all the other animal creatures are our brothers.</li> <li>• Know how to address the raven in the traditional Dene way.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know this lesson from the raven: it was once a powerful bird who lost its position in the world because it was arrogant. People are bound to make mistakes and be imperfect but we must understand our place and take our skills and gifts seriously.</li> <li>• Give recognition to the Dene story tellers in the community.</li> <li>• Recognize special talents that some students may have in telling a story.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Identify with the raven's character and reflect on how this might change oneself or help one appreciate oneself or help one appreciate oneself more.</li> <li>• Acknowledge personal talent in storytelling and set goals in becoming better by spending time with story tellers and by telling stories to others.</li> </ul>
<b>Shrews and Mice:</b> Students should understand that all living things, no matter what the size, have a purpose and special qualities. Individual worth, inner strength and determination do not depend on size and outward appearance. Always maintain respect for others regardless of how they look and are perceived	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics of shrews and mice as described in legends.</li> <li>• Know that shrews and mice teach us that, no matter what the size, all living things must be respected.</li> <li>• Know that shrews and mice are thought to come from the same family and are considered very clean animals.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene accept and appreciate one another without considering bodily beauty or size. Instead, they look for special qualities or talents in people.</li> <li>• Recognize in themselves or in others the possibility that, though their physical size may not be great, their power could very well be.</li> </ul>
<b>Spider:</b> To give students the perspective that even though the spider is a very small and seemingly insignificant creature, it has an important and even powerful place in the Dene universe. The spider is so highly honoured by the Dene that it is referred to as "ùehts'e" (grandfather) even today. A grandfather possesses all the qualities that one should strive to imitate in their own life.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that the spider's contribution to the Dene is its net.</li> <li>• Be willing to observe a spider and understand its habits.</li> <li>• Be able to describe the spider and its parts, its habits and habitats. Be able to describe the web and how it is made and the kinds of things that the spider eats.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that elders have been given spider legends from generation before.</li> <li>• Be willing and able to listen to the stories told by elders about the spider and tell others the stories that are heard.</li> </ul>

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### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Muskrat:</b> From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing.</p>	<p><b>The Spiritual World</b>            Know that muskrats are the animal that restored the land after a flood. They used just a tiny piece of land to begin with.            Know that muskrats are considered clean animals, always washing.            Muskrats have much will-power and are very persistent.            Muskrats and beavers are brothers. A wise beaver will send its brother, the muskrat, up to the surface to detect danger. They will often share a beaver lodge.</p> <p><b>The Land</b>            Know characteristics of the muskrat.            Recognize landmarks that indicate good muskrat locations.</p> <p><b>The Self</b>            Reflect on one's character and compare it with that of the muskrat.</p>
<p><b>Wolverine:</b> From a spiritual perspective, the students will learn to appreciate the value of the muskrat to the Dene as a person who reconstructed land and gave it back to the people. The muskrat is also a behavioural model for the students: he is persistent and determined. Students must understand and appreciate the role and place of the muskrat in the Dene world. Students must be given the knowledge and skills to be able to hunt the muskrat. Trapping muskrat is an important part of being a trapper. Learning to hunt muskrat is important because the meat is an important part of food and excellent in terms of nutritional value. Also, by learning how to work with muskrat hides, the students will have skills that can later be used in craftwork or in the fur business. Learning about the muskrat will also help the students to appreciate the muskrat's role in keeping the rivers and lakes flowing</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with local legends about the wolverine.</li> <li>• Know it is called "Brother-in-law". (Gwich'in)</li> <li>• Be familiar with how the Dene characterizes the wolverine: smart, strong, likes to steal, fierce, persistent.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be able to identify the wolverine and its tracks, describe its physical features, and identify its body parts.</li> <li>• Know how the Dene use wolverine fur: trim for parkas, mitts and shoes, collar of leader dogs, crafts.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that people who can trap the wolverine are respected trappers because the wolverine is difficult to trap.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Learn something about his or her own personality by learning about the wolverine's personality (i.e. the tenacity of the wolverine teaches us that, with perseverance and steady work, goals are accomplished).</li> </ul>
<p><b>Wolf:</b> Though the wolf may appear to tolerate people, it is a powerful animal which can be very dangerous. The Dene must remind themselves that the wolf is not a friend, and maintain distance from it. Nonetheless, the wolf is a creature which must be respected.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with legends about the wolf.</li> <li>• Be familiar with special beliefs or rules of conduct regarding the wolf.               <ul style="list-style-type: none"> <li>○ The wolf can understand people.</li> <li>○ Respect its blood.</li> <li>○ Do not take what the wolf kills because it brings bad luck.</li> </ul> </li> </ul>

## DENE KEDE - GRADE 3

### Animals

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Wolf</b>	<p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know the characteristics and behaviour of wolves.               <ul style="list-style-type: none"> <li>○ Never leave their cubs behind</li> <li>○ Attack in packs.</li> <li>○ Have strong eyesight.</li> <li>○ Signal to each other with their howling.</li> <li>○ Can be found where there are lots of caribou (Gwich'in area has many wolves because it is on the migration route of caribou).</li> <li>○ Where they live and how many cubs they have.</li> <li>○ They teach their cubs how to survive in the wilderness.</li> </ul> </li> <li>• Know that the Dene value wolf fur for clothing. The long hair of the fur is good around the face as trim to break the wind               <ul style="list-style-type: none"> <li>○ Be familiar with cautions regarding wolves.</li> <li>○ If they hang around camps, they can be very sneaky and dangerous.</li> <li>○ Never take a wolf cub because the mother will follow no matter where you go.</li> <li>○ Wolves are afraid of fire. A match can fool them.</li> <li>○ Wolves are not necessarily afraid of people. That does not mean they are friendly. They are not trustworthy. It is important to always maintain distance because they are dangerous.</li> <li>○ Be able to tell the difference between a wolf and a dog.</li> <li>○ Be familiar with the place of the wolf in the fur trade, past and present.</li> <li>○ Bounties</li> <li>○ Prices of fur</li> <li>○ Be familiar with hunting and trapping of wolves.</li> <li>○ Tracking</li> <li>○ Skinning</li> <li>○ • Making stretchers</li> </ul> </li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• The wolf is likened to some people. They appear friendly but cannot be trusted. A relationship of distance is maintained out of necessity because it is understood that not all people can be friends</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Know that it is alright to be different and still be a pan of the community like the wolf.</li> <li>• Students will develop a curiosity about the wolf and seek information or skills on their own.</li> </ul>
<b>People</b>	
<p><b>Families:</b> Traditionally, the extended family was the basic unit of survival in Dene culture. The extended family is still important to the Dene today. Students will develop a clearer understanding of the role the family plays in shaping the identity of individuals. This will also help them understand their own role as family members. Knowing bloodlines is important because it enables people to avoid marrying close relations</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Understand that each of us belongs to our own family as well as to bigger families made by the Creator: community, tribe, Dene Nation, world.</li> <li>• Understand that members of families have special talents that are given them from the Creator.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know members of one's nuclear and extended family.</li> <li>• Identify proudly with one's family.</li> <li>• Know that family members should work together to make the work easier.</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Families</b>	<ul style="list-style-type: none"> <li>• Know that family members must share and support one another: that in order to receive, one must give</li> <li>• Teach things to younger members of the family.</li> <li>• Learn things from other members of the family</li> <li>• Know that the family is extended through marriage.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Know that the family is also part of a larger community. A community is made up of family groups which work together and enjoy one another.</li> <li>• Accept traditional names with pride</li> <li>• Understand that historic events impacted significantly on the lives of the Dene (i.e. flu epidemic, TB epidemic).</li> </ul>
<b>Grandparents:</b> Students should know about the traditional role of grandparents in Dene cultures, and how important they are for transmitting the knowledge, skills and attitudes of our ancestors. Our importance comes from the grandparents and because of them our minds become stronger and stronger. Students should learn correct behaviour with grandparents and know the importance of having a good relationship with them.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that grandparents teach good living habits.</li> <li>• Learn to pray from and for their grandparents.</li> <li>• Learn from grandparents the cultural laws (taboos) for being on the land. (See other thematic units for specific cultural laws.)</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know how Dene view grandparent</li> <li>• Known as <i>?ehcsee</i> (the "nicest old man").</li> <li>• Known as fun-loving, adventurous, good, hard working, caring, and loving.</li> <li>• Know that any elderly person is considered a grandparent.</li> <li>• Be familiar with and appreciate the ways of oral tradition as practised by grandparents.</li> <li>• Good storytellers take their time in telling a whole complete story</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to behave properly in the presence of grandpa rents.</li> <li>• Be Willing to be with and care for grandparents.</li> <li>• Cook and clean for them and help in any way.</li> <li>• Enjoy their company.</li> </ul>
<b>Parents:</b> Parenting is an important part of a Dene child's development. From the Dene parents come the values, teaching and perspective of a Dene society. Students will learn about the traditional Dene way of parenting, and also begin to explore new ways of parenting based on today's needs. Before students can choose the way they will be parents, they have to know the way it used to be.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Respect and honour their parents</li> <li>• Learn prayers from parents.</li> <li>• Know that the traditional role of parents was to teach survival on the land.</li> <li>• Know what traditional discipline consisted of.             <ul style="list-style-type: none"> <li>○ What parents expected of their children.</li> <li>○ What children expected of their parents.</li> </ul> </li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Parents were not always available because they were busy getting food.</li> <li>• Children learned from others in the camp who had special skills.</li> <li>• Know that traditionally, the father was in charge of the training of sons. The mother would not get involved when the father disciplined his son.</li> <li>• After parents have raised their children, there is an expectation that children will care for their parents.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Show respect by helping parents and grandparents in various ways, listening to their advice and hearing their stories, learning their language</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Parents</b>	<ul style="list-style-type: none"> <li>• Show respect for other parents and elders.</li> <li>• Accept parental discipline more readily.</li> <li>• Make an attempt to speak in the Dene language to facilitate communication between self and parents or grandparents.</li> </ul>
<p><b>The Child:</b> It is hoped that through the development of this curriculum the children will realize how valuable they are to the Dene culture, elders and people. Students should learn how children were viewed and brought up traditionally. They should evaluate child-rearing methods in the past, and compare them with present methods. They will understand the importance of sharing, being self-disciplined, and learning from their elders.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene believe that children are a direct link to the Creator.</li> <li>• Know that children are born complete and perfect.</li> <li>• Know that elders refer to children as extensions of their walking sticks.</li> <li>• Know that it is the job of each child to become what he or she was meant to be upon birth. Each child is born with a definite personality and talents.</li> <li>• Know that grandparents traditionally named a child and gave it a song based on what they perceived the child's personality to be.</li> <li>• Know that a willow placed in a sled/boat on a child's first ride, ensures that they sleep or remain calm on the journey.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know that traditionally, babies were kept in bags which restricted movement to prevent overactive children. Toddlers' snowsuits were made with the wrists and ankles sewn shut to restrict movement.</li> <li>• Know that traditionally, moss was gathered by men and women in the fall, enough to last the winter. This was used for diapers.</li> <li>• Know the levels of skill and kinds of work traditionally done by children of their age.</li> <li>• Know that they should help their parents with routine household duties.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that children were taught skills as soon as they could talk.</li> <li>• Know that young children were traditionally brought up by their grandparents because the parents were kept very busy with the daily chores of survival.             <ul style="list-style-type: none"> <li>○ Grandparents taught daily camp skills to children (gathering wood, spruce boughs, getting water, cleaning fish, snaring rabbits).</li> <li>○ Boys slept with grandfathers, girls with grandmothers to encourage visions.</li> <li>○ Grandparents tended to be patient because they had more time. They taught children to be patient and to finish a task.</li> <li>○ Grandparents encouraged children to learn skills but also to use their minds in whatever they were doing.</li> </ul> </li> <li>• Begin to interact more frequently with elders or grandparents. Behave in an appropriate way in the company of elders.</li> <li>• Be aware that what is considered appropriate behaviour for children in other cultures is not necessarily applicable to the Dene (Focusing attention on oneself by raising one's hand in school).</li> <li>• Understand their roles in the family and participate in house hold or camp chores.</li> <li>• Know that they should spend time with parents to hear stories or learn language.</li> <li>• Know that they should show affection and respect to parents.</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>The Child</b>	<ul style="list-style-type: none"> <li>• Listen to the advice given by parents without talking back.</li> <li>• Be familiar with how orphaned children were handled.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Become aware how much children are valued by their parents and other adults.</li> <li>• Be familiar with various circumstances where personal needs must come second to group needs.</li> <li>• Know the kinds of skills or talents that are helpful to the family or community, and try to develop those skills for the sake of the group, not just for personal profit.</li> <li>• Accept and feel good about their own bodies.</li> <li>• Be aware of personal feelings and be able to share these with others.</li> </ul>
<b>Tribes:</b> The Dene tribes together have used one land since time immemorial. They and the Inuit are the indigenous peoples of the Northwest Territories. The Dene tribes, though different in many ways, have had very similar lifestyles and all consider themselves a part of the Dene Nation. Students should understand the long history of their people as told by their elders.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with stories about how the tribes began.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Identify the Dene tribes from which students come</li> <li>• Identify the five major Dene tribes.</li> <li>• Know that today, because of intermarriage; tribes are no longer as distinct as they once were.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Identify someone from another tribe that students can befriend and from whom they can learn something about the other tribe.</li> </ul>
<b>Birth and Death:</b> Understanding that the Dene believes that life in its beginning has integrity. Students will understand the Dene way of understanding life, birth and death.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Understand that the Dene believe that life is a gift from the Creator; therefore, pregnant women are given special respect, and every precaution is taken when a woman is expecting a baby. Birth is a joyous occasion. (See the theme "Children" for more on babies)</li> <li>• Understand that when a person dies, the person goes back to the Creator.</li> <li>• Be familiar with customs for those that have died.             <ul style="list-style-type: none"> <li>○ Body prepared in fetal position</li> <li>○ Fire</li> <li>○ Feast</li> <li>○ Mass at graveyard</li> <li>○ Clean and repair grave site annually</li> <li>○ Cut hair to mourn</li> <li>○ When people die, the person is mourned by others. Traditionally people screamed and then did not sleep for 3 days and a very large fire was made. It was not uncommon for people to mourn for 2-3 years.</li> </ul> </li> <li>• Be familiar with the custom of burning discarded hair and nails because of the belief that before one journeys to Creator one must collect all belongings on earth.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be familiar with traditional ways of birthing and taking care of babies.             <ul style="list-style-type: none"> <li>○ Preparation for birth: warm rocks, moss, cloth, warm sand after delivery.</li> <li>○ Rattles and toys</li> </ul> </li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Birth and Death</b>	<ul style="list-style-type: none"> <li>○ Moss diapers</li> <li>○ Baby bags and swings</li> <li>○ Baby straps</li> <li>○ Baby food and soothers: masticated rabbit brains were used as baby food. It was believed that it was food which would stay in the stomach longer and prevent starvation during lean times. Babies were also given broth rather than cold water.</li> <li>○ Baby clothing using baby caribou skin, not smoked skins.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>● Help women who are pregnant.</li> <li>● Know the traditional role of mid-wives.</li> <li>● Be familiar with how local people deal with birth and death.</li> <li>● Understand that weeping hold relatives from their journey to the Creator.</li> <li>● Know that the Dene traditionally did not bury their dead but placed them on platforms.</li> <li>● Be familiar with the practice that people always address the deceased before burial and on different occasions following.</li> <li>● Be of assistance to families who have had someone die. Know that the Dene help families of those who have died not only because they care, but also because they see the need for life to continue.</li> <li>● Understand that walking is discouraged the evening following a death, because it might lead you to cross paths with the deceased spirit which is retracing its steps.</li> <li>● When helping prepare a body, like washing the body, you must not sleep for a night following that event.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>● Express personal feelings about birth or death as students have experienced them in their families.</li> <li>● Seek personal opportunities to help new mothers or people who have had death in their families.</li> </ul> <p>Understand that if you led a good life, you will have no fear of dying.</p>
<b>Men and Women:</b> Students should understand that men and women rely on each other and share work equally. Students will recognize that Dene can still follow traditional ways and that this is essential to survive in today's world. Students should understand and respect the modern and traditional roles of men and women, and realize that they themselves will need these skills in order to teach future generations.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>● Know that traditional roles of men and women and how people relied on each other's skills to survive on the land.</li> <li>● Know that men and women must restore the land to its original state once used by them.</li> <li>● Know that it is believed by the Dene that men who make a kill on hunting trips return to their animal state and must cleanse themselves upon their return.</li> <li>● Know that it is expected that men and women should be able to perform basic household maintenance functions e.g. women should be able to get wood and check the nets; men should be able to sew and cook.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>● Understand the ways in which the traditional family and groups worked together, and relied on one another.</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Men and Women:</b>	<p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to help with household or camp activities by being thoughtful and attentive.</li> <li>• Be willing to experience and maintain traditional activities and roles by:               <ul style="list-style-type: none"> <li>○ Participating in new experiences with others or on their own.</li> <li>○ Trying their best and asking for help if needed.</li> </ul> </li> </ul>
<p><b>Friends:</b> Students must learn to respect the value of friendship, and the Dene perspective of friendship. Friends can mean many different things: nature is a friend (wood, food, weather, ants, etc.). To succeed in life and to maintain a livelihood, it is important to have friends and to be a friend.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know that, among the Dene, friendship is very serious relationship. Friends call each other séhâée: one who is one with me.</li> <li>• Know that the Dene value friendship and encourage friendship.</li> <li>• Know that in order to succeed in life, you must be a friend.</li> <li>• Friendship means being friends with nature (wood, food, weather, ants, etc).</li> <li>• Friends can be of any age.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know why friends are important:               <ul style="list-style-type: none"> <li>○ Friends make you happy</li> <li>○ Friendship builds confidence</li> </ul> </li> <li>• Know what being a friend means according to Dene custom:               <ul style="list-style-type: none"> <li>○ Friendship involves love, kindness, trust, and respect.</li> <li>○ Friends teach one another, practise things together, help one another.</li> <li>○ Friends share thoughts, ideas, and things.</li> <li>○ Friends please one another, respect one another's expectations.</li> <li>○ Friends do big favours.</li> <li>○ Friends help each other go through rough times.</li> <li>○ Money is not important between friends.</li> <li>○ Friends agree on things. They have few conflicting interests.</li> <li>○ Friends support each other in times of sorrow. E.g. death in the family</li> <li>○ Friends have patience with each other.</li> <li>○ Recognize a friend's skills and talents. Do not be jealous.</li> <li>○ You are intuitive about our friend's feelings.</li> </ul> </li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Work to gain friends by being nice, kind, friendly.</li> <li>• Work to build good friendships.</li> <li>• Recognize self as best friend.               <ul style="list-style-type: none"> <li>○ Be comfortable with self.</li> <li>○ Be able to enjoy time spent alone.</li> <li>○ Identify qualities in self that could make friends.</li> </ul> </li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Elders:</b> The primary objective is to enable students to appreciate the older members of the community as well as the elders. To become an elder in the Dene community, one must earn the right. The elders are those who possess Dene knowledge. They are the primary source of all knowledge which has been accumulated by the Dene, generation after generation. Because of their life experience, they have the wisdom to advise new generations as to how to deal with life and its problems. It is hoped that students will become aware of their role or responsibility in ensuring the succession of knowledge and therefore the culture. Whatever is not obtained from our elders is gone forever. This is the only way to ensure that the culture continues to exist and the connection with the past can be maintained.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be familiar with beliefs about elders such as:               <ul style="list-style-type: none"> <li>○ Caring for an elder will bring happiness.</li> <li>○ Be familiar with the belief that to acquire the knowledge and words of an elder will prolong one’s life.</li> <li>○ Elders have within them the power to direct decisions and events</li> </ul> </li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know that elders are a rich source of information about the land.</li> <li>• Know that elders usually have their own area of expertise, that is, their own unique and special talents and knowledge about the land.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Show a willingness to be respectful towards any older person.</li> <li>• Be able to sit comfortably with an elder, and listen attentively for longer and longer periods.</li> <li>• Be able to receive and elder.</li> <li>• Be familiar with different terminology for “forefathers”, “old people”, “elders” and “grandparents” (if appropriate to local dialect).</li> <li>• Know that traditional knowledge has always been passed down from generation to generation of Dene, orally rather than through the use of books.</li> <li>• Elders use their skills and knowledge to:               <ul style="list-style-type: none"> <li>○ Give names</li> <li>○ Teach</li> </ul> </li> <li>• Be familiar with stories of famous elders of the past.</li> <li>• Know cultural rules (for your own community) for showing respect to elders, and behaviour around elders.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Become familiar with particular elders, and feel comfortable in their presence, and enjoy their time together.</li> <li>• Be willing to attend to the needs of elders both in and out of school</li> <li>• Use the knowledge and information received form elders to help students in their personal lives.</li> <li>• Express negative or confused feelings that students may have about particular older members of the community.</li> </ul>
<p><b>Leaders:</b> Students will learn about traditional leadership and apply it to their own lives in order to prepare them to provide Dene-style leadership in the future. Traditional leadership models were very effective in getting people to work together to survive and this is required for the future. Also, the students will learn about past and present Dene leaders. This will provide the students with good role models and also give them a new sense of pride in their people and students with good role models and also give them a new sense of pride in their people and in their history.</p>	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Be able to identify characteristics of those who were leaders traditionally.               <ul style="list-style-type: none"> <li>○ Were very capable in some area or skill</li> <li>○ Listened to people and heard about their needs</li> <li>○ Got consensus from people through negotiation</li> <li>○ Made decisions which were fair</li> <li>○ Took on additional responsibilities</li> <li>○ Got advice from elders</li> <li>○ Were humble and mannerly</li> <li>○ Were good speakers, communicators or teachers</li> <li>○ Were rational and even-tempered</li> </ul> </li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Leaders</b>	<ul style="list-style-type: none"> <li>• Used foresight and good planning, were organized in their works, and were good at organizing others</li> <li>• Be familiar with community leadership               <ul style="list-style-type: none"> <li>○ Identify community leaders</li> <li>○ Identify the kinds of work that community leaders are responsible for</li> <li>○ Recognize and support community leaders</li> </ul> </li> <li>• Be familiar with recognized tribal or northern leaders, their accomplishments and their characteristics.</li> <li>• Know that though men were usually the leaders, the women would take over in their absence, and some became great leaders.</li> <li>• Know how traditional leaders or chiefs were chosen and how they lost their position.</li> <li>• Know that leaders were the ones whom others tended to follow. If people did not agree with the leadership they would not stay with them.</li> <li>• Know that leaders did not have to boast about themselves. People knew their record.</li> <li>• Identify ways in which traditional leaders were different from the leaders chosen today.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Recognize qualities of leadership in others, and appreciate them.</li> <li>• Recognize qualities of leadership in self, and develop them: take opportunities to take responsibility, spend time learning from elders, listen to others.</li> </ul>
<p><b>Clothing:</b> Traditionally, Dene clothing was made only of materials from nature. The clothing was designed to enable survival in the most severe winters or the warmest summers. It is important that this knowledge and skill not be lost. People are beginning to discover that the materials and design of traditional clothing are better for colder temperatures than clothing imported from the south. If students can be given this knowledge and the skills to sew the basic items of clothing in the traditional styles with traditional materials, they will come to appreciate the beautiful and creative skills of their culture and their people. In the process of gaining these skills, the students will acquire patience and self-esteem. The skills can be the basis for future economic development projects for communities.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Give thanks to the animals which provide the materials for clothing.</li> <li>• Know that certain materials were used for ceremonial dress (e.g. eagle feathers).</li> <li>• Know that certain materials were used to promote certain characteristics in people. (Dehcho: if a narrow strip of beaver fur was placed around a child's wrist, the child would be a good sewer or woodworker.)</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know the names for different kinds of clothing (parkas, jackets, coats, dress, pants, leggings, footwear).</li> <li>• Girls should be able to help in the preparation of materials and the sewing of clothing               <ul style="list-style-type: none"> <li>○ Straight hand sewing for small bags.</li> </ul> </li> <li>• Boys should be able to demonstrate basic sewing skills such as sewing on buttons and straight stitching for repair work</li> <li>• Understand that other cultures appreciate the value and beauty of traditional styles and materials in clothing. Become aware of how the traditional designs and materials are made marketable.</li> <li>• Be familiar with tricks used by traditional Dene, such as putting ptarmigan feathers in mitts or footwear to prevent freezing. The feathers of ptarmigan, which are cold-weather birds, provide good insulation.</li> <li>• Be able to care for and clean clothing.</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued) <b>Clothing</b>	<p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that very young children were traditionally expected to begin learning how to make clothing.</li> <li>• Identify and acknowledge people in the community who are respected for their sewing skills.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Take pride in traditional clothing and be willing to take good care of it.</li> <li>• Be willing to care for their own clothes, hanging them up, cleaning properly, repairing.</li> <li>• Be willing to begin and finish a sewing project.</li> <li>• Evaluate their own' work and set goals for learning new skills.</li> <li>• Take pride in their own work and in the work of other Dene.</li> <li>• Learn from others.</li> </ul>
<b>The Arrival of the Non-Dene:</b> Before spending time with this theme, the students should know that the Dene were the original occupants of this land, and had learned to live and survive as a people for thousands of years prior to the coming of the Non-Dene. The study of the changes which occurred in the Dene culture as a result of the coming of the Non-Dene will enable students to better understand and control change in the future.	<p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Know that the Dene were the original occupants of the land and had learned to survive on the land for thousands of years.</li> </ul>
<b>Traditional Games:</b> It was important traditionally for the Dene to be mentally and physically fit to survive on the land. Traditional games were played to test their physical strength, mental capabilities, and to build character. It is to expose students to the games from the traditional Dene culture, and to have students value the games for what they provided: fun, entertainment, enjoyment and friendship. The competition is with oneself. It is hoped that the games will be revived.	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Understand spiritual meaning of certain games and play them.</li> <li>• Know that spirituality is present when there is balance in the mental and physical well being of a person.</li> <li>• Be familiar with how equipment for games is made using only things from the land.</li> <li>• Be familiar with the laws associated with the equipment used in the games, ego handgames sticks never used twice.</li> <li>• Be familiar with the land areas where traditionally games were played.</li> <li>• Be familiar with the appropriate land sites to play these games.</li> <li>• Be familiar with the seasons in which these games are played.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Play and enjoy the games.</li> <li>• For games requiring prior skill such as snowshoeing, students will acquire those skills first</li> <li>• Exercise safety in playing the games.</li> <li>• Enjoy watching</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to play the games both at school and outside of school and encourage others to play.</li> <li>• Challenge oneself to greater degrees of physical, mental, emotional, and social development while playing games.</li> </ul>

## DENE KEDE - GRADE 3

### People

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<p><b>Play Learning Aids:</b> Play is a crucial developmental part of the Dene child's development, and is essential to the acquisition of language. Through play, children find friendship, learn leadership skills, and develop mentally, physically, creatively and spiritually. Play is considered an important process for a child in need of healing. Learning how to make traditional toys is one way to learn about the past, and to gain knowledge and skills which can be passed to the next generation. Students will learn that traditional learning aids were often models of the real thing, such as smaller versions of bows and arrows and other tools, and they will need to learn to exercise safe handling of these types of toys.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Know the kinds of learning aids that were made by the Dene traditionally.</li> <li>• Know that many of the learning aids that were made by the Dene for their children were smaller replicas of the real thing. They were imitations of true life experiences. Many of the learning aids were a form of training for skills and building strength required later in life.</li> <li>• Know that the Dene learning aids require skill and care in their use. Children must not be irresponsible in handling or using the toys because they have been made with much care, attention and time by Dene who still have the knowledge.</li> <li>• Know that traditional learning aids were all made with natural materials from the land.</li> <li>• Know that there is a certain language synonymous with play (language and play go together).</li> <li>• Know that it is through play, &amp; role modeling, that a child acquires language.</li> </ul> <p><b>THE PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Know that traditional learning aids were all related to life activities.</li> <li>• Know that the Dene children observed adults with real objects, and then tried using them themselves.</li> <li>• Be willing to learn by observation</li> <li>• Be willing to share the learning aids and care for the learning aids.</li> <li>• Be willing to help each other in making learning aids.</li> <li>• In competitions, be graceful in loss.</li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Become aware of the fact that, long ago, there were children just as there are today, and that they liked to play as much as children do today.</li> <li>• Appreciate the sophistication and skill of Dene youngsters long ago in being able to handle some of the learning aids.</li> <li>• Appreciate and be proud of the Dene learning aids.</li> </ul>
<p><b>Eating and Food:</b> Students will understand that the land has provided the Dene with everything they needed to survive for thousands of years. All kinds of animals, plants and fish were available. The Dene have developed their own system of food gathering, preparation and preservation. Food is a source of wealth for the Dene. It must be shared to be replenished. One must never deny another food.</p>	<p><b>THE SPIRITUAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Be able to give thanks for food by feeding the fire.</li> <li>• Know that being a server of food is a very special role that traditionally was given only to certain people.</li> <li>• Know the types of land foods available in the area.</li> </ul> <p><b>THE LAND</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the taste of different             <ul style="list-style-type: none"> <li>○ Dene foods</li> <li>○ Drymeat and fish</li> <li>○ Smoked meat or fish</li> <li>○ Fish eggs</li> </ul> </li> <li>• Know how to prepare Dene foods.             <ul style="list-style-type: none"> <li>○ Cutting meat or fish for drying and smoking.</li> <li>○ Identify what type of wood is used to smoke meat and fish.</li> <li>○ Techniques of making fat - pounding, boiling.</li> </ul> </li> </ul> <p><b>THE SELF</b></p> <ul style="list-style-type: none"> <li>• Be willing to share food.</li> </ul>

## ELA GRADE 3

**GO #1:** Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Uses conversation to explore personal understanding 1.1.1	<ul style="list-style-type: none"> <li>• Uses questions and conversations (responses) to explore personal understandings (in oral, print, and other media texts)</li> <li>• Begins to reflect upon personal understanding to reach tentative conclusions</li> </ul>
Explain examples of text preferences 1.1.2	<ul style="list-style-type: none"> <li>• Chooses appropriate texts of personal interest (oral, print, and other media)</li> <li>• Explains personal preferences with examples of preferred text (oral, print, and other media)</li> <li>• Explains preferences for a particular medium (oral, print, or other media)</li> </ul>
Use reflections about self as language user to set goals 1.1.3	<ul style="list-style-type: none"> <li>• Reflects upon and discusses <b>reading/listening/viewing</b> strengths and challenges (behaviours, skills and strategies)</li> <li>• Reflects upon and discusses <b>writing/speaking/representing</b> strengths and challenges (behaviours, skills and strategies)</li> <li>• Uses strengths and challenges to set goals to improve <b>reading/listening/viewing</b> (behaviours, skills and strategies)</li> <li>• Uses strengths and strategies to set goals to <b>improve writing/speaking/representing</b> (behaviours, skills and strategies)</li> </ul>
Uses prior knowledge and new information to draw conclusions 1.2.1	<ul style="list-style-type: none"> <li>• Draws simple <b>conclusions</b> based on connections</li> <li>• Begins to <b>formulate new questions</b> to clarify new understandings (ideas, information, and experiences)</li> </ul>
Explore personal and others' opinions and understandings 1.2.2	<ul style="list-style-type: none"> <li>• <b>Explores</b> personal and others' opinions, understandings, and ideas (concepts)</li> <li>• <b>Explains</b> personal opinions, understandings and ideas (concepts)</li> </ul>
<b>GO #2:</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.	
Use prior knowledge to make connections between self and texts (oral, print, and other media) 2.1.1	<ul style="list-style-type: none"> <li>• Identifies connections and discusses the differences between personal experiences/prior knowledge and newly learned information from text (oral, print, or other media)</li> <li>• Represents the connections that evolve from conversations and the exploration of texts (oral, print, and other media)</li> </ul>
Set a purpose and discuss anticipated meaning of text; use <b>comprehension strategies</b> to construct, confirm, revise and explain conversation 2.1.2	<ul style="list-style-type: none"> <li>• Reflects upon own reading behaviours</li> <li>• Uses the seven key thinking and/or comprehension strategies to construct and confirm understanding, with guidance</li> <li>• Talks about what was learned to revise understanding of text, based on new information (using text with an appropriate complexity of content and sophistication of style)</li> <li>• Understands what is read (using texts with an appropriate complexity of content and sophistication of style)</li> <li>• Sets a purpose for listening, viewing or reading to anticipate meaning</li> </ul>

## ELA GRADE 3

**GO #2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use <b>textual cues</b> to construct and confirm meaning 2.1.3	<ul style="list-style-type: none"> <li>• Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from <b>narrative</b> text (add: opening shots to videos)</li> <li>• Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from <b>expository</b> text</li> <li>• Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from <b>poetic</b> text</li> </ul>
Use vocabulary, language structure, and context to <b>construct meaning</b> of texts 2.1.4	<ul style="list-style-type: none"> <li>• Reads for meaning; monitors, and self corrects</li> <li>• Reads new text (grade appropriate) with fluency (accuracy, expression and automaticity)</li> <li>• Applies phonetic rules and strategies to decode unfamiliar words in context</li> <li>• Extends sight vocabulary and high frequency words</li> <li>• Applies knowledge of word analysis and context cues to predict meaning of new words, with guidance (simple compound words, contractions, suffixes, prefixes, and root words)</li> <li>• Recognizes that different text structures are required for different purposes</li> <li>• Interacts with text to talk about an author’s or creator’s purpose, audience, and choice of structure or form</li> <li>• Makes inferences to negotiate meaning of text (personal interpretations),with guidance</li> </ul>
<b>NOTE</b> *At this grade level <b>2.1.5, 2.1.6, and 2.1.7</b> outcomes are covered in 2.1.4 (cueing systems)	
Explore a variety of oral, print and other media texts 2.2.1	<ul style="list-style-type: none"> <li>• Listens to/reads/ views stories represented through oral, print, and other media texts <b>from diverse cultures</b></li> <li>• Sets a <b>purpose</b> for reading</li> <li>• Explores a variety of <b>narrative</b> texts (<b>Required for GR 3:</b> sequenced pictures, illustrations and/or videos; oral stories [audio representation]; story books [ high proportion of text]; stories and picture books written by classmates; predictable books; play [scripts]; improvisations and dramatization; traditional tales – myths, novelettes [ often in a series, chapters are very short [5-10 pages], narratives where: main and minor characters are predictable, concrete, close to learner’s experiences and often stereotypical; where: setting [time/place] is obvious and singular; where: plot includes action, problem is solved and there is no ambiguity in the ending; where: ideas, content, vocabulary, and theme are grade appropriate)</li> <li>• Explores a variety of <b>expository</b> texts (<b>Required for GR 3:</b> book jackets, DVD covers, magazines, brochures, newsletters, surveys, board games, agendas, itineraries, schedules, trivia, informational books focused on a more narrow topics, higher proportion of text to illustrations)</li> <li>• Explores a variety of <b>poetic</b> texts (<b>Required for GR 3:</b> poems with lots of repetition, strong rhythm, description, rhyming patters, some simple figurative language [onomatopoeia, alliteration, simile and/or comparison, personification])</li> </ul>
Respond to texts creatively and critically 2.2.2	<ul style="list-style-type: none"> <li>• Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning *the distinction between grade levels is the depth of the response – see curriculum document for examples</li> </ul>

## ELA GRADE 3

**GO #2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describes similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities 2.2.3	<ul style="list-style-type: none"> <li>• Describes similarities and differences between oneself/own culture and various characters, communities and/or cultures portrayed in texts (oral, print and other media)</li> <li>• Begins to talk about how groups of people are portrayed in texts</li> </ul>
Recognize that the same information can be represented in a variety of forms or genre 2.3.1	<ul style="list-style-type: none"> <li>• Identifies the <b>audience</b> in form and genre</li> <li>• Identifies the same information and ideas in a variety of forms and genres of texts</li> <li>• Begins to talk about the differences among the genres: narrative, expository, and poetic</li> <li>• Begins to <b>sort forms</b> according to genres (narrative, expository, and poetic ) and their purposes</li> <li>• Begins to talk about literature in reference to sub-genres</li> </ul>
Listen, read, and view to identify the <b>techniques</b> and <b>elements</b> of text 2.3.2	<ul style="list-style-type: none"> <li>• Talks about and identifies elements of <b>narrative</b> texts (add: <b>minor characters, setting [time and place], sequence of events [problem/ solution]</b>)</li> <li>• Talks about and identifies elements of <b>expository</b> texts that guide an inquiry (add: <b>content [topic, related info and details, summaries], logical organization [cause and effect relationships]</b>)</li> <li>• Talks about and identifies elements of <b>poetic</b> texts to explore their effectiveness (add: <b>rhythm</b>)</li> <li>• Talks about and identifies techniques used to support texts (narrative, expository, poetic) (add: <b>costumes and props, subtitles</b>)</li> </ul>
Talk about the author’s use of voice, vocabulary, elements or techniques in a variety of oral, print and other media texts 2.3.3	<ul style="list-style-type: none"> <li>• Extends vocabulary while speaking, reading and writing</li> <li>• Identifies words, techniques, or elements an author has chosen to create sounds, images or rhythms (oral, print and other media texts)</li> <li>• Talks about how an author expresses his/her voice in oral, print and other media texts, with guidance (add: <b>identifying significant details in texts, most effective or appropriate descriptors; reading with expression and appropriate tone for the subject or topic; talking about the intended audience</b>)</li> <li>• Begins to identify humour in texts</li> </ul>
Use self- questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry 3.1.1	<ul style="list-style-type: none"> <li>• Categorizes personal knowledge of a topic of inquiry or research to identify information needs</li> <li>• Identifies missing information and inaccuracies in personal knowledge of a topic of inquiry or research</li> <li>• Uses self-questioning to focus information needs of a topic of inquiry or research</li> <li>• Organized personal knowledge of a topic of inquiry or research</li> </ul>
Ask topic-appropriate questions to identify information needs in own and group inquiry 3.1.2	<ul style="list-style-type: none"> <li>• Refines questions for clarification</li> <li>• Refines questions that lead to exploration and investigation</li> <li>• Refines open-ended questions (general questions)</li> <li>• Refines questions to acquire specific information</li> </ul>

## ELA GRADE 3

**GO #3:** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Recall and follow a sequential plan for assessing and gathering information for own and group inquiry 3.1.3	<ul style="list-style-type: none"> <li>• Identifies a <b>purpose</b> and <b>audience</b> for an inquiry</li> <li>• Chooses from a predetermined list of strategies to assess and gather information (add: interviewing, inquiring, observing, predicting, processing [logs], summarizing, interpreting, reflecting, note-making, comprehending)</li> <li>• Chooses from a predetermined list of ways to record information ( add: sequence circles, learning logs/ reflection logs, inquiry notebooks, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, prediction frames, Slim Jims, process notes, plus-minus-interesting, jot charts, outlines, information comic strips, two-column notes, paragraphs, think alouds, bibliographies, information flip books)</li> <li>• <b>Records</b> information using the selected method</li> <li>• Uses appropriate forms of expression to <b>connect purpose</b> and <b>audience</b></li> <li>• Reflects on <b>choice of strategies</b> and <b>method</b> for assessing and recording information</li> <li>• Begins to <b>adapt a plan</b> for an inquiry; guided research to answer a question or need and a representation</li> <li>• Begins to <b>adapt a timeline</b> for completing specific steps within an inquiry project</li> </ul>
Use relevant information from a variety of sources to answer inquiry or research questions 3.2.1	<ul style="list-style-type: none"> <li>• Uses relevant information from a variety of sources to answer inquiry or research questions</li> <li>• Identifies (collaboratively and/or independently) additional sources of information</li> </ul>
Review information to determine its usefulness to inquiry or research needs 3.2.2	<ul style="list-style-type: none"> <li>• Begins to <b>set criteria</b>( collaboratively or independently) to evaluate sources/ information</li> <li>• Begins to <b>evaluate</b> the <b>relevance</b> of source/information using pre-established criteria(teacher directed, student directed, or group directed)</li> </ul>
Use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 3.2.3	<ul style="list-style-type: none"> <li>• Expands repertoire of <b>visual</b> cues to assess information (add: diagrams)</li> <li>• Expands repertoire of <b>auditory</b> cues to assess information (add: rhythm)</li> <li>• Expands repertoire of <b>textual</b> cues to assess information</li> <li>• Uses the <b>library's organizational</b> system to locate information</li> <li>• Uses the <b>computer</b> to assess information</li> <li>• Assesses information from <b>reference materials</b></li> </ul>
Determine main ideas and information using prior knowledge, predictions, connections, and inferences 3.2.4	<ul style="list-style-type: none"> <li>• Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media texts)</li> <li>• Uses text and textual cues to confirm understanding of information (oral, print, and other media texts)</li> <li>• Identifies <b>main ideas</b> in information (oral, print, and other media texts)</li> <li>• Begins to identify <b>supporting ideas</b> in information (oral, print, and other media texts)</li> </ul>

## ELA GRADE 3

**GO #3:** Students will listen, speak, read, write, view and represent to plan and focus inquiry or research and interpret and analyze information and ideas, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Organize and explain information and ideas using a variety of strategies 3.3.1	<ul style="list-style-type: none"> <li>• Sequences information and ideas (add: chains, cycles, webs; expository writing)</li> <li>• Uses <b>graphic organizers</b> with guidance</li> <li>• <b>Chooses</b> appropriate graphic organizer from a selection</li> <li>• <b>Explains</b> the choice of graphic organizer</li> <li>• Begins to <b>explain information</b> and <b>ideas</b> using the selected graphic organizer</li> <li>• Chooses appropriate strategies from a selection</li> </ul>
Record facts and ideas using a variety of strategies, lists authors and titles of sources 3.3.2	<ul style="list-style-type: none"> <li>• <b>Records</b> information on a topic using the preselected method</li> <li>• <b>List title and author</b> of source related to a topic</li> <li>• Begins to record <b>key information</b> and <b>ideas</b>, related to a topic, in own words using <b>note making strategies</b></li> </ul>
Determine whether collected information is sufficient or inadequate for an established purpose 3.3.3	<ul style="list-style-type: none"> <li>• Determines relevance of information and ideas</li> <li>• Begins to recognize when more information is needed</li> </ul>
Assess experiences, skills, and knowledge gained during the inquiry or research process 3.3.4	<ul style="list-style-type: none"> <li>• Asks and answers questions about personal strengths, challenges related to the research or inquiry process</li> <li>• Asks and answers questions about what was learned in new information.</li> </ul>

**GO #4:** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Generate and focus ideas on a topic, using a variety of strategies 4.1.1	<ul style="list-style-type: none"> <li>• Talks and writes about personal experiences and ideas on a particular topic in an oral, print, or other media text</li> </ul>
Prepare to create by exploring the connections between choice of forms, identified audience and purpose; organize information and ideas 4.1.2	<ul style="list-style-type: none"> <li>• Chooses form, from a selection, to create an oral, print or media text, for an identified audience and purpose</li> <li>• Sequences and/or categorize visuals and print to represent an idea or a story (description [main idea and supporting details], compare &amp; contrast, cause/effect)</li> <li>• Identifies an <b>audience</b> when creating text (oral, print, or other media) with guidance</li> <li>• Sets a <b>purpose</b> when creating texts (oral, print and other media) with guidance</li> <li>• Begins to <b>organize ideas into paragraphs</b> with guidance</li> </ul>
Create original text (oral, print, and other media) 4.1.3	<ul style="list-style-type: none"> <li>• Creates original <b>narrative</b> texts (oral, print, and other media) applying familiar narrative forms</li> <li>• Incorporates some <b>elements</b> of narrative texts when creating texts (oral, print, and other media) (add: setting [time and place] characters [and minor])</li> <li>• Creates original <b>expository</b> texts (oral, print, and other media) applying familiar expository forms</li> <li>• Incorporates some <b>elements</b> of expository texts when creating texts (oral, print, and other media) (add: graphics – charts, maps, diagrams, publication information)</li> <li>• Creates original <b>poetic</b> texts (oral, print, and other media) applying familiar poetic forms</li> <li>• Incorporates some <b>elements</b> of poetic texts when creating texts (oral, print, and other media) (add: alliteration, line breaks, white space)</li> <li>• Create texts using a computer</li> </ul>

## ELA GRADE 3

**GO #4:** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Participate in developing the criteria for focussed conversations about own and others' texts and representations 4.2.1 <i>*the criteria to guide the focussed conversations is based on techniques, elements and/or content</i>	<ul style="list-style-type: none"> <li>• Begins to participate in <b>development of criteria</b> to respond to own and others' draft texts and representations</li> <li>• Begins to <b>use criteria</b> when suggesting <b>revisions</b> to own and others' draft texts and representations (oral, print, and other media)</li> <li>• Begins to use criteria when asking for <b>feedback</b> about own draft texts and representations</li> </ul>
Clarify and extend ideas and revise organization 4.2.2	<ul style="list-style-type: none"> <li>• Clarifies and extends ideas by adding or deleting some details and/or information</li> <li>• Revises sequence or organization of ideas and information</li> <li>• Revises content using a personal revision process (add: <b>showing rather than telling, deleting some details and/or some information</b>)</li> <li>• Revises content using feedback from conferencing with others (with guidance)</li> </ul>
Print and begin to write while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary 4.2.3	<ul style="list-style-type: none"> <li>• Demonstrates <b>consistency in size and shape</b> of letter (upper and lower) and number formations</li> <li>• Uses word <b>boundaries</b> (spacing) <b>consistently</b> on a page and on an electronic screen</li> <li>• Uses the keyboard for composing and revising (add: <b>spaces consistently, highlights text, backspaces, capitalizes, deletes text</b>)</li> <li>• Uses vocabulary associated with keyboarding and word processing</li> <li>• Begins to write <b>cursive</b> letters</li> </ul>
Experiment with language to create desired effect in oral, print and other media text 4.2.4	<ul style="list-style-type: none"> <li>• Experiments with <b>descriptive</b> and <b>figurative</b> language in personal representations to create desired image and/or effect</li> <li>• Uses <b>new and accurate vocabulary</b> in personal representations (related to personal interests or topics of study)</li> <li>• Experiments with a voice that is individual, expressive and engaging with an awareness of and respect for the audience and intended purpose (in oral, print and other media texts) (add: <b>uses punctuation to show emphasis, incorporates dialogue, uses some unique expressions, specific words to reflect the main characters' feeling and age, vivid, expressive language</b>)</li> </ul>
Uses an editing process to enhance communication 4.3.1	<ul style="list-style-type: none"> <li>• Uses an editing process with guidance (add: <b>to check for appropriate use of types of sentences [declarative, interrogative, exclamatory]</b>)</li> <li>• Discusses the function of the parts of speech in a sentence (add: <b>pronoun</b>)</li> </ul>
Decrease approximated spelling and increase conventional spelling when writing; participate in an editing process using a variety of strategies and resources 4.3.2	<ul style="list-style-type: none"> <li>• Decreases reliance on approximated spelling and increases reliance on conventional spelling</li> <li>• Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words (internal plural markers [man-men], change 'y' to 'i' and add 'es' or 'ed', compound words, contractions, tense markers [ed, s, ing])</li> <li>• Uses spelling references</li> <li>• Uses spelling strategies (word in a word, read backwards)</li> <li>• Participates in an editing process to check spelling, with guidance</li> <li>• Use spell check on the computer <i>*applicable where technology is available</i></li> </ul>

## ELA GRADE 3

**GO #4:** Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Use an editing process to check for punctuation and capitalization 4.3.3	<ul style="list-style-type: none"> <li>• Applies rules of <b>capitalization</b> in personal representations (holidays &amp; personal titles, Mr.)</li> <li>• Applies rules of <b>punctuation</b> in personal representations (periods at end of compound sentences and after abbreviations)</li> <li>• Participates in an editing process to <b>edit for punctuation and capitalization</b>, with guidance</li> <li>• Edits for punctuation and capitalization with computer</li> </ul>
Use techniques to enhance presentations of text (oral, print, and media) 4.4.1	<ul style="list-style-type: none"> <li>• Use techniques to enhance presentations of text (oral, print, and media) with guidance (add: titles, photographs, charts, graphs, costumes, props – overheads, artifacts, pictures etc.)</li> <li>• Engages, (attracts and sustains) the audience (<b>Required in GR3: varies voice appropriately for emphasis, follows a logical sequence for the topic</b>)</li> <li>• Begins to talk about how multiple media can enhance presentation of texts (oral, print, and media) with guidance</li> </ul>
<b>GO #5:</b> Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively 5.1.1	<ul style="list-style-type: none"> <li>• Follows pre-established processes when collaborating with a peer to accomplish a task (add: stating expectations, solving problems)</li> <li>• Accepts responsibility for a task and corresponding role in small/whole group activities</li> </ul>
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	<ul style="list-style-type: none"> <li>• Speaks, listens and views respectfully (add: giving non-verbal encouragement, showing encouragement and appreciation)</li> <li>• Adjusts language to fit the context (audience, purpose, and situation)</li> </ul>
Understands how class members help each other 5.1.3 *the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections	<ul style="list-style-type: none"> <li>• Participates in the <b>development of the criteria</b> to evaluate group processes</li> <li>• Assesses the effectiveness of the group process <b>using the set criteria</b></li> <li>• Reflects on personal behaviours and learning style</li> <li>• Reflects on personal behaviours that contribute to group success to set personal goals</li> <li>• Offers constructive feedback to a peer about group processes</li> <li>• Applies peer feedback about personal role in group processes</li> </ul>
Record ideas and experiences and share them with others 5.2.1	<ul style="list-style-type: none"> <li>• Represents own ideas and experiences</li> <li>• Begins to describe similarities/differences between own and other's experiences</li> </ul>
Explore own and other cultures 5.2.2	<ul style="list-style-type: none"> <li>• Shows respect for other's talents, strengths, interests, feelings and ideas to strengthen the community</li> <li>• Expresses and explores own identity through talents, strengths feelings and ideas</li> <li>• Begins to use questions and conversations to develop an awareness of own and other cultures and ways of life</li> </ul>
Acknowledge and celebrate individual and class achievements 5.2.3	<ul style="list-style-type: none"> <li>• Participates in classroom celebrations to acknowledge groups and others' personal and academic achievements</li> <li>• Contributes to individual and class representations for an identified community and/or audience</li> <li>• Offers personal and academic strength to others</li> <li>• Begins to select appropriate language and form to celebrate special events or accomplishments</li> </ul>

## MATH GRADE 3

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Say the number sequence forward and backward from 0 to 1000 by: <ul style="list-style-type: none"> <li>• 5s, 10s or 100s using any starting point</li> <li>• 3s using starting points that are multiples of 3</li> <li>• 4s using starting points that are multiples of 4</li> <li>• 25s using starting points that are multiples of 25.</li> </ul> [C, CN, ME]	<ul style="list-style-type: none"> <li>• Extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point.</li> <li>• Extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3.</li> <li>• Extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4.</li> <li>• Extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25.</li> <li>• Identify and correct errors and omissions in a given skip counting sequence.</li> <li>• Determine the value of a given set of coins (nickels, dimes, quarters, loonies) by using skip counting.</li> <li>• Identify and explain the skip counting pattern for a given number sequence.</li> </ul>
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]	<ul style="list-style-type: none"> <li>• Read a given three-digit numeral without using the word “and,” e.g., 321 is three hundred twenty one, NOT three hundred AND twenty one.</li> <li>• Read a given number word (0 to 1000).</li> <li>• Represent a given number as an expression, e.g., <math>300 - 44</math> for 256 or <math>20 + 236</math>.</li> <li>• Represent a given number using manipulatives, such as base ten materials.</li> <li>• Represent a given number pictorially.</li> <li>• Write number words for given multiples of ten to 90.</li> <li>• Write number words for given multiples of a hundred to 900.</li> </ul>
3. Compare and order numbers to 1000. [CN, R, V]	<ul style="list-style-type: none"> <li>• Place a given set of numbers in ascending or descending order and verify the result by using a hundred chart, e.g., a one hundred chart, a two hundred chart, a three hundred chart, a number line or by making references to place value.</li> <li>• Create as many different 3-digit numerals as possible, given three different digits. Place the numbers in ascending or descending order.</li> <li>• Identify errors in a given ordered sequence.</li> <li>• Identify missing numbers in parts of a given hundred chart.</li> <li>• Identify errors in a given hundred chart.</li> </ul>
4. Estimate quantities less than 1000 using referents. [ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Estimate the number of groups of ten in a given quantity using 10 as a referent (known quantity).</li> <li>• Estimate the number of groups of a hundred in a given quantity using 100 as a referent.</li> <li>• Estimate a given quantity by comparing it to a referent.</li> <li>• Select an estimate for a given quantity by choosing among three possible choices.</li> <li>• Select and justify a referent for determining an estimate for a given quantity.</li> </ul>
5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]	<ul style="list-style-type: none"> <li>• Record, in more than one way, the number represented by given proportional and non-proportional concrete materials.</li> <li>• 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.</li> <li>• Explain, and show with counters, the meaning of each digit for a given 3-digit numeral with all digits the same, e.g., for the numeral 222, the first digit represents two hundreds (two hundred counters) the second digit represents two tens (twenty counters) and the third digit represents two ones (two counters).</li> </ul>

## MATH GRADE 3

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: <ul style="list-style-type: none"> <li>• adding from left to right</li> <li>• taking one addend to the nearest multiple of ten and then compensating</li> <li>• using doubles.</li> </ul> [C, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Add two given 2-digit numerals using a mental mathematics strategy and explain or illustrate the strategy.</li> <li>• Explain how to use the “adding from left to right” strategy, e.g., to determine the sum of <math>23 + 46</math>, think <math>20 + 40</math> and <math>3 + 6</math>.</li> <li>• Explain how to use the “taking one addend to the nearest multiple of ten” strategy, e.g., to determine the sum of <math>28 + 47</math>, think <math>30 + 47 - 2</math> or <math>50 + 28 - 3</math>.</li> <li>• Explain how to use the “using doubles” strategy, e.g., to determine the sum of <math>24 + 26</math>, think <math>25 + 25</math>; to determine the sum of <math>25 + 26</math>, think <math>25 + 25 + 1</math> or doubles plus 1.</li> <li>• Apply a mental mathematics strategy for adding two given 2-digit numerals.</li> </ul>
7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: <ul style="list-style-type: none"> <li>• taking the subtrahend to the nearest multiple of ten and then compensating</li> <li>• thinking of addition</li> <li>• using doubles.</li> </ul> [C, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Subtract two given 2-digit numerals using a mental mathematics strategy and explain or model the strategy used.</li> <li>• Explain how to use the “taking the subtrahend to the nearest multiple of ten” and then compensating strategy, e.g., to determine the difference of <math>48 - 19</math>, think <math>48 - 20 + 1</math>.</li> <li>• Explain how to use the “thinking of addition” strategy, e.g., to determine the difference of <math>62 - 45</math>, think <math>45 + 5</math>, then <math>50 + 12</math> and then <math>5 + 12</math>.</li> <li>• Explain how to use the “using doubles” strategy, e.g., to determine the difference of <math>24 - 12</math>, think <math>12 + 12</math>.</li> <li>• Apply a mental mathematics strategy for subtracting two given 2-digit numerals.</li> </ul>
8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. [C, ME, PS, R]	<ul style="list-style-type: none"> <li>• Estimate the solution for a given story problem involving the sum of two 2-digit numerals, e.g., to estimate the sum of <math>43 + 56</math>, use <math>40 + 50</math>; the sum is close to 90.</li> <li>• Estimate the solution for a given story problem involving the difference of two 2-digit numerals, e.g., to estimate the difference of <math>56 - 23</math>, use <math>50 - 20</math>; the difference is close to 30.</li> </ul>
9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by: <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically.</li> </ul> [C, CN, ME, PS, R]	<ul style="list-style-type: none"> <li>• Model the addition of two or more given numbers using concrete or visual representations and record the process symbolically.</li> <li>• Model the subtraction of two given numbers using concrete or visual representations and record the process symbolically.</li> <li>• Create an addition or subtraction story problem for a given solution.</li> <li>• Determine the sum of two given numbers using a personal strategy, e.g., for <math>326 + 48</math>, record <math>300 + 60 + 14</math>.</li> <li>• Determine the difference of two given numbers using a personal strategy, e.g., for <math>127 - 38</math>, record <math>38 + 2 + 80 + 7</math> or <math>127 - 20 - 10 - 8</math>.</li> <li>• Solve a given problem involving the sum or difference of two given numbers.</li> </ul>
10. Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• using the commutative property</li> <li>• using the property of zero</li> <li>• thinking addition for subtraction</li> </ul> to recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Describe a mental mathematics strategy that could be used to determine a given basic fact, such as:               <ul style="list-style-type: none"> <li>• doubles, e.g., for <math>6 + 8</math>, think <math>7 + 7</math></li> <li>• doubles plus one, e.g., for <math>6 + 7</math>, think <math>6 + 6 + 1</math></li> <li>• doubles take away one, e.g., for <math>6 + 7</math>, think <math>7 + 7 - 1</math></li> <li>• doubles plus two, e.g., for <math>6 + 8</math>, think <math>6 + 6 + 2</math></li> <li>• doubles take away two, e.g., for <math>6 + 8</math>, think <math>8 + 8 - 2</math></li> <li>• making 10, e.g., for <math>6 + 8</math>, think <math>6 + 4 + 4</math> or <math>8 + 2 + 4</math></li> <li>• commutative property, e.g., for <math>3 + 9</math>, think <math>9 + 3</math></li> <li>• addition to subtraction, e.g., for <math>13 - 7</math>, think <math>7 + ? = 13</math>.</li> </ul> </li> </ul>

## MATH GRADE 3

### Strand: Number

#### General Outcome: Develop number sense

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
10. (Continued)	<ul style="list-style-type: none"> <li>• Provide a rule for determining answers for adding and subtracting zero.</li> <li>• Recall basic addition facts to 18 and related subtraction facts to solve problems.</li> </ul>
11. Demonstrate an understanding of multiplication to $5 \times 5$ by: <ul style="list-style-type: none"> <li>• representing and explaining multiplication using equal grouping and arrays</li> <li>• creating and solving problems in context that involve multiplication</li> <li>• modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>• relating multiplication to repeated addition</li> <li>• relating multiplication to division.</li> </ul> [C, CN, PS, R]	(It is not intended that students recall the basic facts but become familiar with strategies to mentally determine products.) <ul style="list-style-type: none"> <li>• Identify events from experience that can be described as multiplication.</li> <li>• Represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence.</li> <li>• Represent a given multiplication expression as repeated addition.</li> <li>• Represent a given repeated addition as multiplication.</li> <li>• Create and illustrate a story problem for a given number sentence, e.g., given <math>2 \times 3</math>, create and illustrate a story problem.</li> <li>• Represent, concretely or pictorially, equal groups for a given number sentence.</li> <li>• Represent a given multiplication expression using an array.</li> <li>• Create an array to model the commutative property of multiplication.</li> <li>• Relate multiplication to division by using arrays and writing related number sentences.</li> <li>• Solve a given problem in context involving multiplication</li> </ul>
12. Demonstrate an understanding of division by: <ul style="list-style-type: none"> <li>• representing and explaining division using equal sharing and equal grouping</li> <li>• creating and solving problems in context that involve equal sharing and equal grouping</li> <li>• modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>• relating division to repeated subtraction</li> <li>• relating division to multiplication.</li> </ul> (limited to division related to multiplication facts up to $5 \times 5$ ) [C, CN, PS, R]	<ul style="list-style-type: none"> <li>• Identify events from experience that can be described as equal sharing.</li> <li>• Identify events from experience that can be described as equal grouping.</li> <li>• Illustrate, with counters or a diagram, a given story problem involving equal sharing, presented orally or through shared reading and solve the problem.</li> <li>• Illustrate, with counters or a diagram, a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem.</li> <li>• Listen to a story problem, represent the numbers using manipulatives or a sketch and record the problem with a number sentence.</li> <li>• Create and illustrate with counters, a story problem for a given number sentence, e.g., given <math>6 \div 3</math>, create and illustrate a story problem.</li> <li>• Represent a given division expression as repeated subtraction.</li> <li>• Represent a given repeated subtraction as a division expression.</li> <li>• Relate division to multiplication by using arrays and writing related number sentences.</li> <li>• Solve a given problem involving division.</li> </ul>
13. Demonstrate an understanding of fractions by: <ul style="list-style-type: none"> <li>• explaining that a fraction represents a part of a whole</li> <li>• describing situations in which fractions are used</li> <li>• comparing fractions of the same whole with like denominators.</li> </ul> [C, CN, ME, R, V]	<ul style="list-style-type: none"> <li>• Identify common characteristics of a given set of fractions.</li> <li>• Describe everyday situations where fractions are used.</li> <li>• Cut or fold a whole into equal parts, or draw a whole in equal parts; demonstrate that the parts are equal and name the parts.</li> <li>• Sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting.</li> <li>• Represent a given fraction concretely or pictorially.</li> <li>• Name and record the fraction represented by the shaded and non-shaded parts of a given region.</li> <li>• Compare given fractions with the same denominator using models.</li> <li>• Identify the numerator and denominator for a given fraction.</li> <li>• Model and explain the meaning of numerator and denominator.</li> </ul>

## MATH GRADE 3

### Strand: Patterns and Relations (Patterns)

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

Outcomes	Achievement Indicators
<p><b>Outcomes</b> <i>It is expected that students will:</i></p>	<p><b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i></p>
<p>1. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li>• Describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues.</li> <li>• Identify the pattern rule of a given increasing pattern and extend the pattern for the next three terms.</li> <li>• Identify and explain errors in a given increasing pattern.</li> <li>• Locate and describe various increasing patterns found on a hundred chart, such as horizontal, vertical and diagonal patterns.</li> <li>• Compare numeric patterns of counting by 2s, 5s, 10s, 25s and 100s.</li> <li>• Create a concrete, pictorial or symbolic representation of an increasing pattern for a given pattern rule.</li> <li>• Create a concrete, pictorial or symbolic increasing pattern and describe the pattern rule.</li> <li>• Solve a given problem using increasing patterns.</li> <li>• Identify and describe increasing patterns in the environment.</li> <li>• Identify and apply a pattern rule to determine missing elements for a given pattern.</li> <li>• Describe the strategy used to determine missing elements in a given increasing pattern.</li> </ul>
<p>2. Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li>• Describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues.</li> <li>• Identify the pattern rule of a given decreasing pattern and extend the pattern for the next three terms.</li> <li>• Identify and explain errors in a given decreasing pattern.</li> <li>• Locate and describe various decreasing patterns found on a hundred chart, such as horizontal, vertical and diagonal patterns.</li> <li>• Compare numeric patterns of counting backward by 2s, 5s, 10s, 25s and 100s.</li> <li>• Create a concrete, pictorial or symbolic representation of a decreasing pattern for a given pattern rule.</li> <li>• Create a concrete, pictorial or symbolic decreasing pattern and describe the pattern rule.</li> <li>• Solve a given problem using decreasing patterns.</li> <li>• Identify and describe decreasing patterns in the environment.</li> <li>• Identify and apply a pattern rule to determine missing elements for a given pattern.</li> <li>• Describe the strategy used to determine missing elements in a given decreasing pattern.</li> </ul>

## MATH GRADE 3

### Strand: Patterns and Relations (Variables and Equations)

**General Outcome:** Represent algebraic expressions in multiple ways

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Explain the purpose of the symbol, such as a triangle or a circle, in a given addition and in a given subtraction equation with one unknown.</li> <li>• Create an addition or subtraction equation with one unknown to represent a given combination or separation action.</li> <li>• Provide an alternative symbol for the unknown in a given addition or subtraction equation.</li> <li>• Solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives.</li> <li>• Solve a given addition or subtraction equation with one unknown using a variety of strategies including guess and test.</li> <li>• Explain why the unknown in a given addition or subtraction equation has only one value.</li> </ul>

### Strand: Shape and Space (Measurement)

**General Outcome:** Use direct or indirect measurement to solve problems

1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify activities that can or cannot be accomplished in minutes, hours, days, months and years.</li> <li>• Provide personal referents for minutes and hours.</li> </ul>
2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>• Determine the number of days in any given month using a calendar.</li> <li>• Solve a given problem involving the number of minutes in an hour or the number of days in a given month.</li> <li>• Create a calendar that includes days of the week, dates and personal events.</li> </ul>
3. Demonstrate an understanding of measuring length (cm, m) by: <ul style="list-style-type: none"> <li>• selecting and justifying referents for the units cm and m</li> <li>• modelling and describing the relationship between the units cm and m</li> <li>• estimating length using referents</li> <li>• measuring and recording length, width and height.</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Provide a personal referent for one centimetre and explain the choice.</li> <li>• Provide a personal referent for one metre and explain the choice.</li> <li>• Match a given standard unit to a given referent.</li> <li>• Show that 100 centimetres is equivalent to 1 metre by using concrete materials.</li> <li>• Estimate the length of an object using personal referents.</li> <li>• Determine and record the length and width of a given 2-D shape.</li> <li>• Determine and record the length, width or height of a given 3-D object.</li> <li>• Draw a line segment of a given length using a ruler.</li> <li>• Sketch a line segment of a given length without using a ruler.</li> </ul>
4. Demonstrate an understanding of measuring mass (g, kg) by: <ul style="list-style-type: none"> <li>• selecting and justifying referents for the units g and kg</li> <li>• modelling and describing the relationship between the units g and kg</li> <li>• estimating mass using referents</li> <li>• measuring and recording mass.</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li>• Provide a personal referent for one gram and explain the choice.</li> <li>• Provide a personal referent for one kilogram and explain the choice.</li> <li>• Match a given standard unit to a given referent.</li> <li>• Explain the relationship between 1000 grams and 1 kilogram using a model.</li> <li>• Estimate the mass of a given object using personal referents.</li> <li>• Determine and record the mass of a given 3-D object.</li> <li>• Measure, using a scale, and record the mass of given everyday objects using the units g and kg.</li> <li>• Provide examples of 3-D objects that have a mass of approximately 1g, 100g and 1kg.</li> </ul>

## MATH GRADE 3

### Strand: Shape and Space (Measurement)

**General Outcome:** Use direct or indirect measurement to solve problems

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
4. (Continued)	<ul style="list-style-type: none"> <li>● Determine the mass of two given similar objects with different masses and explain the results.</li> <li>● Determine the mass of an object, change its shape, re-measure its mass and explain the results</li> </ul>
5. Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> <li>• estimating perimeter using referents for centimetre or metre</li> <li>• measuring and recording perimeter (cm, m)</li> <li>• constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.</li> </ul> [C, ME, PS, R, V]	<ul style="list-style-type: none"> <li>● Measure and record the perimeter of a given regular shape, and explain the strategy used.</li> <li>● Measure and record the perimeter of a given irregular shape, and explain the strategy used.</li> <li>● Construct a shape for a given perimeter (cm, m).</li> <li>● Construct or draw more than one shape for the same given perimeter.</li> <li>● Estimate the perimeter of a given shape (cm, m) using personal referents</li> </ul>

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

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

6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li>● Identify the faces, edges and vertices of given 3-D objects, including cubes, spheres, cones, cylinders, pyramids and prisms.</li> <li>● Identify the shape of the faces of a given 3-D object.</li> <li>● Determine the number of faces, edges and vertices of a given 3-D object.</li> <li>● Construct a skeleton of a given 3-D object and describe how the skeleton relates to the 3-D object.</li> <li>● Sort a given set of 3-D objects according to the number of faces, edges or vertices.</li> </ul>
7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> <li>• triangles</li> <li>• quadrilaterals</li> <li>• pentagons</li> <li>• hexagons</li> <li>• octagons</li> </ul> according to the number of sides. [C, CN, R, V]	<ul style="list-style-type: none"> <li>● Classify a given set of regular and irregular polygons according to the number of sides.</li> <li>● Identify given regular and irregular polygons having different dimensions.</li> <li>● Identify given regular and irregular polygons having different orientations.</li> </ul>

## MATH GRADE 3

### Strand: Statistics and Probability (Data Analysis)

**General Outcome:** Collect, display and analyze data to solve problems

Outcomes	Achievement Indicators
<b>Outcomes</b> <i>It is expected that students will:</i>	<b>Achievement Indicators</b> <i>The following set of indicators <b>may</b> be used to determine whether students have met the corresponding specific outcome.</i>
1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> <li>• tally marks</li> <li>• line plots</li> <li>• charts</li> <li>• lists</li> </ul> to answer questions. [C, CN, V]	<ul style="list-style-type: none"> <li>• Record the number of objects in a given set using tally marks.</li> <li>• Determine the common attributes of line plots by comparing line plots in a given set.</li> <li>• Organize a given set of data using tally marks, line plots, charts or lists.</li> <li>• Collect and organize data using tally marks, line plots, charts and lists.</li> <li>• Answer questions arising from a given line plot, chart or list.</li> <li>• Answer questions using collected data.</li> </ul>
2. Construct, label and interpret bar graphs to solve problems. [PS, R, V]	<ul style="list-style-type: none"> <li>• Determine the common attributes, title and axes, of bar graphs by comparing bar graphs in a given set.</li> <li>• Create bar graphs from a given set of data including labelling the title and axes.</li> <li>• Draw conclusions from a given bar graph to solve problems.</li> <li>• Solve problems by constructing and interpreting a bar graph.</li> </ul>

## SCIENCE GRADE 3

### Life Systems: Growth and Changes in Plants

**BIG IDEA:** The similarities and differences in physical characteristics of different plant species are dependent upon their environment.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow;	<ul style="list-style-type: none"> <li>• Identify the major parts of plants (e.g., seeds, stem, leaves, pistil etc.) and describe their basic function</li> <li>• Classify plants according to visible characteristics (e.g., bark, leaf shape, root systems, type of flowers, seeds or berries)</li> <li>• Describe using their own observations, the changes that plants (local/domestic) undergo in a complete life cycle (e.g., blueberry, cranberry, tomato seeds, germination, growth, seed production, seed disbursement)</li> <li>• Describe, using their own observations, the effects of the seasons on plants (germination/budding, leaf/stem growth, production of seeds, preparation for dormancy/end of life cycle)</li> <li>• Compare the life cycle of different kinds of plants (bulbs, seeds, tubers, spores, cones, cuttings)</li> <li>• Identify traits that remain constant in some plants as they grow (leaf shape, leaf size, flower colour)</li> <li>• Describe using observations, how the growth of plants are affected by the changes in the environment (e.g., soil type, permafrost, rain fall, sunlight, wind)</li> <li>• Explain how different features of plants help them survive (cold weather germination, fuzzy leaves, live close to the ground, quick life cycle, dormancy, adapt to 24 hour daylight/darkness and permafrost).</li> </ul>
<b>SKILLS OUTCOMES</b>	
Investigate the requirements of plants and the effects of changes in environmental conditions on plants	<ul style="list-style-type: none"> <li>• Design and conduct a hands-on inquiry into seed germination or plant growth</li> <li>• Ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs (e.g., predict how long a particular type of plant could go without water before its leaves start to droop, plants tolerant to cold/frost)</li> <li>• Plan investigations to answer some of these questions or find ways of meeting these needs and explain the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., stem, pistil, stamen, petals, leaves)</li> <li>• Record relevant observations, findings, and measurements, using written language, pictorial representations, drawings, charts, and graphs (e.g., produce a series of drawings to show a plant at different stages of development)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple electronic media, oral and written descriptions (e.g., make a graph that shows the number and kinds of trees or plants found in your community; design and construct a terrarium or garden that reproduces the conditions that they found to be requirements of specific plants).</li> </ul>

## SCIENCE GRADE 3

### Life Systems: Growth and Changes in Plants

**BIG IDEA:** The similarities and differences in physical characteristics of different plant species are dependent upon their environment.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>

### RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL

Describe ways in which plants are important to other living things and the effects of human activities on plants	<ul style="list-style-type: none"> <li>• Describe ways in which humans use plants for food, shelter, and clothing, historically, culturally and today (e.g., trees are used for building houses and tents; cloth is made from cotton);</li> <li>• Describe ways in which humans can protect natural areas to maintain native plant species (e.g., establishing conservation areas, wildlife reserves, wetland sanctuaries, self-regulation, keeping and respecting traditional values of the land)</li> <li>• Identify the parts of a plant that are used to produce specific products for humans (e.g., sugar, dyes, paper, cloth, birch bark canoes/baskets, lumber, medicines, fruit, vegetables)</li> <li>• Describe various local and domestic plants used in food preparation (e.g., vegetables, fruits, spices, herbs) and identify places where they can be grown/found</li> <li>• Describe various settings in which plant crops are grown (e.g., farms, orchards, home gardens, forest burn areas for blueberries/raspberries);</li> <li>• Describe ways in which plants and animals depend on each other (e.g., animals eat plants, animals fertilize plants, animals disperse seeds and pollen)</li> <li>• Compare the requirements of some plants and animals and identify the requirements that are common to all living things (water, air, energy)</li> <li>• Demonstrate awareness of ways of caring for plants properly (e.g., light, water, temperature, nutrients)</li> <li>• Identify some functions of different plants in their local area (trees for shade/wind breaks/ bind soil, provide food/building materials).</li> </ul>
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### Matter and Material: Magnetic and Charged Materials

**BIG IDEA:** The composition of a material will determine its magnetic strength and or its ability to hold, conduct or insulate an electrical charge..

Demonstrate an understanding of the properties of materials that can be magnetized or charged and how materials are affected by magnets or static electric charges	<ul style="list-style-type: none"> <li>• Classify, using their observations, materials that are magnetic and not magnetic</li> <li>• Identify materials that can be magnetized (e.g., iron, nickel, ceramics, composites)</li> <li>• Identify through observation, the effect of different conditions on the strength of magnets and on static electric charges in materials (e.g., the effect of distance between magnets; the effect of humidity on charged materials)</li> <li>• Compare different materials by measuring their relative magnetic strength or the strength of their electric charge (e.g., the number of paper clips that can be picked up by different sizes and types of magnets; the number of tissue paper bits that can be picked up by a charged comb)</li> </ul>
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## SCIENCE GRADE 3

### Matter and Material: Magnetic and Charged Materials

**BIG IDEA:** The composition of a material will determine its magnetic strength and or its ability to hold, conduct or insulate an electrical charge.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify through observation, pairs of materials that produce a charge when rubbed together (e.g., glass and silk, wool, and hard rubber)</li> <li>• Describe and demonstrate how some materials that have been electrically charged or magnetized may either push or pull similar materials</li> <li>• Determine through observation the polarity of the magnet (e.g., use a magnet of known polarity to test another magnet of known polarity)</li> <li>• Identify materials that can be placed between a magnet and an attracted object without diminishing the strength of the attraction (e.g., construction paper)</li> <li>• Predict, verify, and describe the interaction of two objects that are similarly charged (e.g., the interaction of two balloons after rubbing them on hair)</li> <li>• Describe, through observation, changes in the force of attraction at different distances, both for magnetic forces and for static electric forces.</li> </ul>
<b>SKILLS OUTCOMES</b>	
Identify and describe, using their observations, ways in which static electric charges can be made using everyday materials, as well as different types of interactions that take place between charged and magnetized materials	<ul style="list-style-type: none"> <li>• Design and construct a system that uses magnetic force to move an object (e.g., create a boat that holds paper clips and move it through water using a magnet)</li> <li>• Ask questions about and identify problems related to magnetic and static electric forces, and explore possible answers or solutions (e.g., investigate ways of producing static electric charges in different materials)</li> <li>• Plan investigations to answer some of these questions or solve problems, and explain the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use terms such as north and south pole; attract and repel when describing magnets; and charge, dry, humid, conductor, and insulator when describing static electricity)</li> <li>• Record relevant observations, findings and measurements, using written language, drawings, charts, and graphs (e.g., use a data table to show the number of times a paper clip can be magnetized and the results of testing magnetic strength)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences using demonstrations, drawings, and simple electronic media, oral and written presentations (e.g., demonstrate how an object moves through a magnetic maze they have created).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify familiar uses of magnets and give examples of static electric charges that are created in the home or at school.	<ul style="list-style-type: none"> <li>• Identify uses of magnets in familiar things (e.g., refrigerator magnets, magnetic cupboard latches, compasses)</li> <li>• Describe examples of static electricity encountered in everyday activities (e.g., cloth in a drier clinging together, wool socks on a carpet cause sparks, nylon snowsuits on plastic slides)</li> </ul>

## SCIENCE GRADE 3

### Matter and Material: Magnetic and Charged Materials

**BIG IDEA:** The composition of a material will determine its magnetic strength and or its ability to hold, conduct or insulate an electrical charge.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Identify ways in which static electricity can be used safely or avoided (e.g., “Swiffers” pick up dust; humidity and dryer sheets; grounding wires reduce static build up in a house/electrical system).</li> </ul>

### Energy and Control: Forces and Movement

**BIG IDEA:** Movement is caused by an imbalance of forces due to the release of stored energy.

Demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released to operate everyday devices	<ul style="list-style-type: none"> <li>• Identify force as a push or pull by one body on another</li> <li>• Investigate the ways in which different forces (e.g., magnetism, static electricity, muscular force, gravitational force) can change the speed or direction of moving objects</li> <li>• Investigate the effect of magnets and electrically charged objects on the motion of different materials (e.g., iron filings will be moved by a magnet but salt will not)</li> <li>• Identify, through observation, different forms of energy and suggest how they might be used to provide power to devices and create movement (e.g., the release of energy from a tightly wound rubber band or spring could create movement in a wind up toy)</li> <li>• Distinguish between the kind of motion and indicate whether the motion is caused indirectly (e.g., gravity, static electricity, magnets) or directly (e.g., by applied force)</li> <li>• Investigate the effects of directional forces (e.g., left push for left movement) and how unbalanced forces can cause visible motion in objects that are capable of movement (e.g., an object pushed over a smooth floor; a sled over a frozen lake; a teeter totter).</li> </ul>
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#### SKILLS OUTCOMES

Investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement	<ul style="list-style-type: none"> <li>• Ask questions about and identify needs and problems related to the behaviour of different forces in their immediate environment, and explore possible answers and solutions (e.g., identify everyday situations that produce static electricity and describe ways of removing static electricity from clothes; compare the strength of two magnets in holding layers of paper on a refrigerator door, or in picking up paper clips)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems, and explain the steps involved (e.g., using different types and sizes of magnets; increasing or decreasing static charge; applying different amounts of forces to similar objects)</li> <li>• Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use terms such as push, pull, load, distance, speed when describing the effect of forces on an object, resistance field strength)</li> <li>• Record relevant observations, findings, and measurements, using written language, drawings, charts, and graphs (e.g., track a toy boat moving on water at various speeds, record the distances traveled, and present their findings on a chart)</li> </ul>
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## SCIENCE GRADE 3

### Matter and Material: Magnetic and Charged Materials

**BIG IDEA:** The composition of a material will determine its magnetic strength and or its ability to hold, conduct or insulate an electrical charge.

Outcomes	Achievement Indicators
It is expected that students will:	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Compare relative field strength of magnets (e.g., large vs. small and strong vs. weak) and the relative strength of elastic bands (e.g., large vs. small and long vs. short)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple electronic media, and oral and written descriptions (e.g., give a demonstration showing how a device has been constructed and how it performs; make a drawing showing what alterations would be made to its design in the future; describe in writing the steps they used to build a device)</li> <li>• Design and construct a device that uses a specific form of energy in order to move (e.g., a paper airplane propelled by hand or a rubber band).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.	<ul style="list-style-type: none"> <li>• Describe the visible effects of forces acting on a variety of everyday objects (e.g., a toy goes forward when pushed; a ball falls down when dropped)</li> <li>• Identify surfaces that affect the movement of objects by increasing or decreasing friction (e.g., dry roads, icy roads, oils, rough/smooth surface textures, snow/ice/gravel)</li> <li>• Demonstrate how magnets work and identify ways in which magnets are useful (e.g., as metal detectors, magnetic locks on doors, maglev trains, picking up large and small metal objects, compasses)</li> <li>• Recognize devices that are controlled automatically (e.g., washers/dryers, furnaces), at a distance (e.g., remote control starts on vehicles, remote controlled cars) or by hand (e.g., flushing a toilet, refrigerator light, toaster)</li> <li>• Identify parts of systems used in everyday life, and explain how these parts work together to perform a specific function (kitchen appliances such as a mixers, wind-up toy, wind-up clock).</li> </ul>
<b>Structures and Mechanisms: Stability</b>	
<b>BIG IDEA:</b> Stability of a structure depends on its design and construction materials.	
Demonstrate an understanding of the factors that affect the stability of objects	<ul style="list-style-type: none"> <li>• Describe, using their observations, ways which the strength of different materials can be altered (e.g., folding increases the strength of paper)</li> <li>• Describe ways in which forces alter the shape or strength of different structures (e.g., a load may cause a cardboard box to buckle; compression can make some materials more rigid)</li> <li>• Describe ways to improve the strength and stability of a frame structure (e.g., use of triangles or a cross member)</li> <li>• Describe, using their observations, the role of struts (e.g., to resist compression) and ties (e.g., to resist tension) in structures under load (e.g., describe the effect of adding a strut to a wooden frame)</li> <li>• Describe, using their observations, the changes in the amount of effort needed to lift a specific load with a lever when the position of the fulcrum is changed</li> <li>• Describe the effects of different forces on specific structures and mechanisms (e.g., a structure collapse when the load is too heavy; a latch on a door handle opens when pressed).</li> </ul>

## SCIENCE GRADE 3

### Structures and Mechanisms: Stability

**BIG IDEA:** Stability of a structure depends on its design and construction materials.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>SKILLS OUTCOMES</b>	
Design and make structures that include mechanisms that can support and move a load, and investigate the forces acting on them	<ul style="list-style-type: none"> <li>• Ask questions about and identify needs and problems related to structures and mechanisms in their immediate environment, and explore possible answers and solutions (e.g., investigate the effects of folding on the shape and strength of materials)</li> <li>• Plan investigations to answer some of these questions or solve some of these problems and explain the steps involved</li> <li>• Use appropriate vocabulary to describe their investigations, explorations and observations (e.g., use terms such as fulcrum, load and effort when describing levers)</li> <li>• Record relevant observations, findings and measurements, using written language, drawings, charts, and graphs (e.g., record the modifications they have made to increase the stability and strength of their structures)</li> <li>• Communicate the procedures and results of investigations for specific purposes and to specific audiences, using demonstrations, drawings, simple electronic media, oral and written descriptions (e.g., make a mobile that illustrates their discoveries about balance)</li> <li>• Design and make a stable structure that will support a given mass and perform a specific function (e.g., a bridge, a photo frame)</li> <li>• Use appropriate materials to strengthen and stabilize structures that they have designed and made that are intended to support a load, such as a playground play centre (e.g., use gussets, struts, ties, buttresses)</li> <li>• Design and make a levered mechanism (e.g., a model of an animal whose legs are moved with a lever)</li> <li>• Design and make a stable structure that contains a mechanism and performs a function that meets a specific need (e.g., a drawbridge, a crane)</li> <li>• Use appropriate equipment and adhesives when making structures that they have designed themselves (e.g., transparent tape, low-temperature glue gun for wood); and</li> <li>• Use hand tools (e.g., hand saws, scissors) and equipment (e.g., templates, miter boxes) appropriately to cut a variety of materials (e.g., wood, paper, cardboard, plastic).</li> </ul>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Describe, using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made.	<ul style="list-style-type: none"> <li>• Distinguish between the structure of an object (e.g., the chassis of a vehicle) and its mechanical parts (e.g., the wheels and axles)</li> <li>• Recognize that geometrical patterns in a structure contribute to the strength and stability of that structure (e.g., a climbing frame)</li> <li>• Demonstrate awareness that the strength in structures is due to bulk (or mass), number of layers (e.g., layers in particle board) and shape (e.g., triangles, squares, cylinders)</li> <li>• Identify a number of common levers (e.g., crowbar, scissors, hammers, pliers, wheelbarrows, tweezers, tongs) and describe how they make work easier</li> <li>• Identify efficient ways of joining the components of a mechanical structure or system (e.g., construct a right angle corner; use an axle at a right angle to a frame);</li> </ul>

## SCIENCE GRADE 3

### Structures and Mechanisms: Stability

**BIG IDEA:** Stability of a structure depends on its design and construction materials.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Describe, using their observations, how different balance points of different masses affect the stability of a structure</li> <li>• Predict which body position provides the most stability in various circumstances (e.g., standing with legs apart, lying on the ground).</li> </ul>

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

**BIG IDEA:** Soils have many different characteristics and stability based on its characteristics.

Demonstrate an understanding of the similarities and differences between various soils and the effects of moving water on soils	<ul style="list-style-type: none"> <li>• Describe, using their observations, the various components within a sample of soil (e.g., pebbles, decaying plants, sand, clay, humus)</li> <li>• Describe, using their observations, the differences between sand, clay, humus, and other soil components (e.g., texture, smell, malleability), and compare and describe soil samples from different locations (e.g., school yard, forest, marsh, beach, bog, tundra, river bank)</li> <li>• Compare the absorption of water by different Earth materials, and describe the effects of moisture on characteristics of the materials (e.g., on texture, coherence, ability to hold a shape)</li> <li>• Describe, using their observations, how different Earth materials (e.g., rocks, pebbles, sand, humus, and clay) are affected by moving water (e.g., the sand on a beach washed by waves; pebbles in a river, water running over/through top soil)</li> <li>• Compare the different ways in which plant roots (e.g., fibrous roots, tap roots) grow through the soil</li> <li>• Describe, through experimentation, how soil can be separated into different components (e.g., sieving, sedimentation jar).</li> </ul>
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#### SKILLS OUTCOMES

Investigate the components of various soils, and describe the effects of moving water on these soils	<ul style="list-style-type: none"> <li>• Ask questions about organisms and events in the outdoor environment and identify needs of organisms that arise from these events, and explore possible answers to these questions and ways of meeting these needs (e.g., investigate the different effects produced when water is sprayed on and poured on exposed soil, asphalt and grass, different soil types)</li> <li>• Plan investigations to answer some of these questions or find ways of meeting these needs, and explain the steps involved</li> <li>• Use appropriate vocabulary in describing their investigations, explorations and observations (e.g., use terms such as clay, sand and pebbles to describe the earth materials in soil; large, small, very small particles)</li> <li>• Record relevant observations, findings and measurements, using written language, charts and drawings (e.g., create a tally chart to record absorption of different Earth/soil type materials)</li> <li>• Communicate the procedures and results in investigations for specific purposes and to specific audiences using drawings, demonstrations, simple electronic media, and oral and written descriptions (e.g., record what happens when soil and water are shaken together in a sediment jar; prepare a display comparing the composition of soils from different locations).</li> </ul>
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## SCIENCE GRADE 3

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

**BIG IDEA:** Soils have many different characteristics and stability based on its characteristics.

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>RELATING SCIENCE AND TECHNOLOGY TO THE WORLD OUTSIDE THE SCHOOL</b>	
Recognize the dependence of humans and other living things on soil and recognize its importance as a source of materials for making useful objects.	<ul style="list-style-type: none"> <li>• Identify living things found in the soil (roots, larvae, microorganisms)</li> <li>• Demonstrate awareness of the importance of recycling organic materials in soils (e.g., explain the purpose of a compost heap; explain the reason why it is useful to leave grass clippings on the lawn; keep natural materials on the forest floor e.g., caribou antlers)</li> <li>• Recognize the importance of understanding different types of soil and their characteristics (e.g., soil types determine which plants will grow and which animals will live in that habitat; enables people to determine which crops can be grown in a particular area; enables gardeners and farmers to improve plant growth)</li> <li>• Describe how the use of different soils affects the growth of indoor plants; and Describe ways of using soil materials to make useful objects and investigate, through manipulation, ways of shaping clay to make useful objects (e.g., model bricks, beads, pots).</li> </ul>

## SOCIAL STUDIES GRADE 3

### Communities of the World

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>CORE CONCEPTS (Embed across the clusters)</b>	
<b>CITIZENSHIP</b> Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.	<ul style="list-style-type: none"> <li>• Recognize citizenship as membership in the Canadian community. KC-001</li> <li>• Recognize their membership among Aboriginal First Nations. KC-001A</li> <li>• Give examples of responsibilities and rights of Canadian citizens. KC-002</li> <li>• Listen to and/or sing the words to Canada’s national anthem in three of the official languages of the Northwest Territories. Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich’in KC-003</li> <li>• Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories. KC-003A</li> <li>• Describe Remembrance Day as a time to think about peace and war. KC-004</li> <li>• Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers. KC-004A</li> <li>• Recognize that people around the world have basic human rights. Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment... KC-005</li> <li>• Explain the importance of fairness and sharing in groups and communities. KC-006</li> <li>• Support fairness in social interactions. VC-001</li> <li>• Be willing to contribute to their groups and communities. VC-002</li> <li>• Respect the equality of all human beings. VC-003</li> </ul>
<b>IDENTITY</b> The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.	<ul style="list-style-type: none"> <li>• Identify factors that may influence their identities. Examples: culture and language, time and place, groups and communities, arts and media... KI-007</li> <li>• Describe personally significant aspects of their Aboriginal community. KI-007A</li> <li>• Describe personally significant aspects of their francophone community. KI-007F</li> </ul>
<b>SKILLS AND PROCESSES (Embed across the clusters)</b>	
<b>ACTIVE DEMOCRATIC CITIZENSHIP</b> Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities.	<ul style="list-style-type: none"> <li>• Collaborate with others to share ideas, decisions, and responsibilities in groups. S-100</li> <li>• Resolve conflicts peacefully and fairly. S-101</li> <li>• Interact fairly and respectfully with others. S-102</li> <li>• Make decisions that reflect care, concern, and responsibility for the environment. S-103</li> <li>• Consider the rights and opinions of others during interactions. S-104</li> </ul>
<b>MANAGING INFORMATION AND IDEAS</b> Access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.	<ul style="list-style-type: none"> <li>• Select information from oral, visual, material, print, or electronic sources. Examples: maps, atlases... S-200</li> <li>• Organize and record information in a variety of formats and reference sources appropriately. Examples: maps, charts, outlines, concept maps... S-201</li> <li>• Use appropriate terms or expressions to describe periods of time. S-202</li> <li>• Select and use appropriate tools and technologies to accomplish tasks. S-203</li> <li>• Use timelines to organize information chronologically. S-204</li> <li>• Construct maps that include a title, legend, and compass rose. S-205</li> </ul>

## SOCIAL STUDIES GRADE 3

### Communities of the World

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Interpret maps that include a title, legend, and compass rose. S-206</li> <li>• Use cardinal directions to describe the relative locations of places on maps and globes. S-207</li> </ul>
<b>CRITICAL AND CREATIVE THINKING</b> Make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools.	<ul style="list-style-type: none"> <li>• Formulate questions for research. S-300</li> <li>• Consider advantages and disadvantages of solutions to a problem. S-301</li> <li>• Draw conclusions based on information and evidence. S-302</li> <li>• Revise ideas and opinions based on new information. S-303</li> <li>• Distinguish fact from opinion S-304.</li> </ul>
<b>COMMUNICATION</b> Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.	<ul style="list-style-type: none"> <li>• Listen actively to others to understand their perspectives. 400</li> <li>• Use language that is respectful of human diversity. S-401</li> <li>• Support their ideas and opinions with information or observations. S-402</li> <li>• Present information and ideas orally, visually, concretely, or electronically. S-403</li> </ul>
<b>Cluster #1: Connecting with Canadians</b> (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview)).	
<b>Canadian Citizenship</b> Students first explore what we mean by a “country”; “living in another country”; and “citizens of a country”; and then what it means to be a citizen of Canada and ways they can personally contribute to their groups and communities.3.1.1	<ul style="list-style-type: none"> <li>• Recognize citizenship as membership in the Canadian community. KC-001</li> <li>• Recognize their membership among Aboriginal First Nations KC-001A</li> <li>• Give examples of responsibilities and rights of Canadian citizens Examples: include Article 23 and Aboriginal Rights KC-002</li> <li>• Be willing to contribute to their groups and communities. VC-002</li> </ul>
<b>Canadian National Anthem</b> Learn the lyrics and history of “O Canada,” and recite the anthem in English and French, as well as a local Aboriginal language.3.1.2	<ul style="list-style-type: none"> <li>• Listen to and/or sing the words to Canada’s national anthem in three of the official languages of The Northwest Territories. Examples: English, French, Tlicho, Inuvialuktun, South Slavey, North Slavey, Inuktitut, Cree, Chipewyan, Inuinnaqtun, Gwich’in KC-003</li> <li>• Listen to and be aware of the national anthem sung in other official languages of the Northwest Territories. KC-003A</li> </ul>
<b>Personal Identity</b> Explore the meaning of the term “identity” and determine various factors that influence their personal identities. They reflect on ways in which their identities are influenced and represent their personal identities in various media.3.1.3	<ul style="list-style-type: none"> <li>• Identify factors that may influence their identities. Examples: culture and language, time and place, groups and communities, arts and media... KI-007</li> <li>• Describe personally significant aspects of their Aboriginal community. KI-007A</li> <li>• Describe personally significant aspects of their francophone community KI-007F</li> </ul>
<b>Leadership</b> Explore the concepts of formal and informal leadership, identify leaders, and give examples of ways in which they learn from and respect the positive influence of leaders in their groups and communities.3.1.4	<ul style="list-style-type: none"> <li>• Give examples of formal and informal leadership and decision making in groups and communities. KP-032</li> <li>• Respect positive leadership in their groups and communities and in Canada. VP-011</li> <li>• Respect the teachings of Elders, leaders, parents, and community members. VP-011A</li> </ul>

## SOCIAL STUDIES GRADE 3

**Cluster #1: Connecting with Canadians** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Conflict Resolution</b> Identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.3.1.5	<ul style="list-style-type: none"> <li>Identify ways of resolving individual, group, and community conflicts KP-033</li> <li>Identify ways to deal with bullying. KP-034</li> </ul>
<b>Remembrance Day</b> Learn and describe the significance of Remembrance Day and the importance of peace.3.1.6	<ul style="list-style-type: none"> <li>Describe Remembrance Day as a time to think about peace and war. KC-004</li> <li>Recognize the service of Aboriginal war veterans and the contributions of Canadian Rangers KC-004A</li> </ul>

**Cluster #2: Exploring the World** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

<b>Mapping the World</b> Apply concepts related to world geography through the use of maps, globes, and images. 3.2.1	<ul style="list-style-type: none"> <li>Locate on a map or globe the equator and the Northern and Southern hemispheres. KL-014</li> <li>Locate on a map or globe the continents and oceans. KL-015</li> <li>Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth. KL-016</li> </ul>
<b>Community Connections</b> Explore similarities and connections among all communities, and demonstrate how they may accept differences among people, communities, and ways of life.3.2.2	<ul style="list-style-type: none"> <li>Describe countries as types of communities defined by political borders KCC-008</li> <li>Describe similarities and connections between communities around the world. KG-030</li> <li>Be willing to accept differences among people, communities, and ways of life. VG-009</li> <li>Appreciate their connections to people and communities elsewhere in the world. VG-010</li> </ul>
<b>Exploring the World</b> Explore and explain the idea of basic human rights for all people, including ways in which community services and international organizations help support human rights.3.2.3	<ul style="list-style-type: none"> <li>Recognize that people around the world have basic human rights. Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment, the UN Declaration of the Rights of the Child KC-005</li> <li>Identify organizations that support communities in all countries of the world. Examples: UNICEF, Red Cross, United Nations, Médecins sans frontières... KG-028</li> <li>Identify ways in which community services can help people acquire their basic human rights. Examples: ensure quality housing, education, security, food and clean water... KG-029</li> <li>Respect the equality of all human beings. VC-003</li> </ul>
<b>Personal Responsibilities</b> Identify concerns common to all communities and the importance of fairness and sharing. They explore their responsibility to others and personal decisions and actions that will make a difference in the world.3.2.4	<ul style="list-style-type: none"> <li>Explain the importance of fairness and sharing in groups and communities. KC-006</li> <li>Give examples of concerns common to communities around the world. KG-027</li> <li>Give examples of personal decisions and actions that may positively affect people locally or globally. <i>Examples: charitable donations and projects, recycling...</i> KG-031</li> <li>Support fairness in social interactions. VC-001</li> </ul>

**Cluster #3: Communities of the World** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

<b>Locating World Communities</b> Explore and describe various aspects of life in two communities.3.3.1	<ul style="list-style-type: none"> <li>Locate communities or countries studied on a world map or globe. KL-020</li> </ul>
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## SOCIAL STUDIES GRADE 3

**Cluster #3: Communities of the World** (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Living with the Land</b> Explore ways in which the land affects ways of life in two contemporary communities, one of which is an indigenous community.3.3.2	<ul style="list-style-type: none"> <li>• Describe the influence of natural phenomena on ways of life in communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms... KL-017</li> <li>• Recognize that people have diverse ways of living on or with the land. KL-019</li> <li>• Value the land for what it provides for communities. VL-006</li> <li>• Appreciate the sacredness of living on and with the land. VL-006A</li> </ul>
<b>Resources</b> Explore and describe natural resources, as well as ways in which the natural environment affects work, goods, technologies, and trade in two contemporary communities. 3.3.3	<ul style="list-style-type: none"> <li>• Give examples of the use of natural resources the global communities studied KL-018</li> <li>• Give examples of work, goods, and technologies the global communities studied KE-035</li> <li>• Give examples of how the natural environment influences work, goods, technologies, and trade the global communities studied KE-036</li> <li>• Appreciate the diversity of the global natural environment. VL-005</li> </ul>
<b>World Communities</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.4	<ul style="list-style-type: none"> <li>• Describe diverse ways in which communities meet their members' needs. KE-037</li> <li>• Identify media influences on their perceptions of people and places elsewhere in the world. KE-038</li> <li>• Value the contributions individuals make to their communities. VE-012</li> </ul>
<b>Daily Life</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.5	<ul style="list-style-type: none"> <li>• Describe characteristics of daily life in communities studied, the global communities studied Examples: housing, tools, work, use of the land, recreation, education... KCC-010</li> <li>• Compare daily life in their own communities to life in the global communities studied KCC-013</li> <li>• Express interest in the ways of life of diverse cultures and communities. the global communities studied VCC-004</li> </ul>
<b>Cultural Diversity</b> Explore various aspects of life in two communities. The two communities were selected through a series of activities in learning experience 3.3.6	<ul style="list-style-type: none"> <li>• Define the elements that constitute a culture. Include: ways of life, language, art, clothing, beliefs. KCC-009</li> <li>• Identify the protocols within their Aboriginal culture. KCC-009A</li> <li>• Give examples of cultural expression in the global communities studied Examples: language and stories, art, music and dance, architecture, traditions, clothing... KCC-011</li> <li>• Recognize the diversity of cultures and communities in the world. KCC-012</li> </ul>
<b>Cluster #4: Exploring an Ancient Society</b> (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).	
<b>Daily Life in an Ancient Society</b> As students explore daily life in an ancient society, they come to appreciate that people who lived long ago were very similar to us. 3.4.1	<ul style="list-style-type: none"> <li>• Describe characteristics of daily life in an ancient society. <i>Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...</i> KT-023</li> <li>• Express an interest in and curiosity about people, events, and ways of life in the past. VT-007</li> </ul>
<b>Cultural Expression in an Ancient Society</b> Explore different forms of expression in an ancient society, and reflect what can be learned about ancient societies through their cultural expressions. 3.4.2	<ul style="list-style-type: none"> <li>• Give examples of customs, stories, and traditions of an ancient society. KT-024</li> <li>• Describe ways in which members of an ancient society expressed themselves. Examples: art and architecture, music and dance, writing and stories, religious practices... KT-025</li> </ul>

## SOCIAL STUDIES GRADE 3

**Cluster #4:** Exploring an Ancient Society (Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Contributions, Continuity, and Change</b> Research the contributions of an ancient society, and reflect on their enduring significance in today's society. 3.4.3	<ul style="list-style-type: none"> <li>• Recognize the continuity of cultures, traditions, and practices over time. KT-021</li> <li>• Recognize that communities change over time. KT-022</li> <li>• Give examples of the enduring contributions of an ancient society. <i>Examples: ideas, inventions, art and architecture, stories...</i> KT-026</li> <li>• Value the enduring contributions of societies of the past. VT-008</li> </ul>

## HEALTH GRADE 3

### MENTAL AND EMOTIONAL WELL BEING

Big Ideas: Self Awareness, relationships, decision making

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways in which people are alike and different	<ul style="list-style-type: none"> <li>• Identify ways in which people are similar and different</li> </ul>
Explain how everyone is unique	<ul style="list-style-type: none"> <li>• Identify characteristics which make them unique</li> </ul>
Describe how/ways that everyone has responsibilities	<ul style="list-style-type: none"> <li>• Identify responsibilities which they have</li> <li>• Identify responsibilities which other people have</li> </ul>
Explain ways in which many responsibilities can be shared	<ul style="list-style-type: none"> <li>• Identify responsibilities which people share</li> <li>• Practise a shared responsibility</li> </ul>
Describe why/how communication is important in getting along with others	<ul style="list-style-type: none"> <li>• Identify ways of communicating</li> <li>• Demonstrate ways of communicating</li> </ul>
Explain ways that decisions are made from the choices available in a given situation	<ul style="list-style-type: none"> <li>• Identify the choices in a given situation</li> </ul>
Explain many situations require decisions	<ul style="list-style-type: none"> <li>• Identify situations which require decisions</li> <li>• Identify personal decisions</li> </ul>

### Growth and Development

Big Ideas: body systems, growth patterns, disease prevention, environmental health

Explain that the body has many internal organs	<ul style="list-style-type: none"> <li>• Name the major body organs</li> <li>• Locate the major body organs</li> <li>• Describe the functions of the major body organs</li> <li>• Describe behaviours that promote healthy internal organs</li> </ul>
Describe how height and weight change as people grow	<ul style="list-style-type: none"> <li>• Identify changes in personal height and weight over time</li> </ul>
Explain ways that the spread of disease can be prevented	<ul style="list-style-type: none"> <li>• Identify common communicable childhood diseases</li> <li>• Identify ways to prevent the spread of disease</li> </ul>
Demonstrate ways in which health is a shared responsibility	<ul style="list-style-type: none"> <li>• Identify personal responsibilities when recovering from sickness</li> </ul>
Describe how pollution affects the health of a community	<ul style="list-style-type: none"> <li>• Identify the different categories of pollution</li> <li>• Identify ways to prevent pollution</li> <li>• Identify the prevention of pollution as a shared responsibility</li> </ul>

### Nutrition

Big Ideas: Food classification. selection and appreciation

Explain how each food group has a specific function which promotes health	<ul style="list-style-type: none"> <li>• Classify various foods into the four food groups</li> <li>• Describe the main function of each of the four food groups</li> </ul>
Describe foods that are high in sugar, fat and/or salt do not belong to any food group	<ul style="list-style-type: none"> <li>• Explain why some foods do not belong to any of the four food groups</li> <li>• Identify common foods which do not belong to any food group</li> </ul>
Identify a variety of foods from each food group is needed daily	<ul style="list-style-type: none"> <li>• Plan nutritious eating for one day using a variety of foods</li> </ul>
Demonstrate a willingness to eat nutritious food promotes food appreciation and health	<ul style="list-style-type: none"> <li>• Prepare nutritious food to start the day</li> <li>• Demonstrate a willingness to eat nutritious food to start the day</li> <li>• State the importance of nutritious food to start the day</li> </ul>

## HEALTH GRADE 3

### DENTAL HEALTH

Big Ideas: structure, function, oral hygiene, disease, services and products

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Discuss the many functions of teeth	<ul style="list-style-type: none"> <li>• Identify specific tooth groups and their locations</li> <li>• Identify the function of each tooth group</li> </ul>
Explain the impact of regular use of oral hygiene skills promotes dental health	<ul style="list-style-type: none"> <li>• Demonstrate effective toothbrushing and flossing skills</li> <li>• Practise effective toothbrushing and flossing skills</li> </ul>
Describe various factors contribute to dental disease	<ul style="list-style-type: none"> <li>• Identify the location of plaque in the mouth</li> <li>• Explain how plaque contributes to tooth decay</li> <li>• Identify some factors that contribute to dental disease</li> </ul>
Describe how Individuals and dental health workers are important in dental health care	<ul style="list-style-type: none"> <li>• Identify ways to be personally responsible for dental health care</li> <li>• Explain the roles of community dental health workers</li> </ul>

### Family Life

Big Ideas: families, human development and reproduction,

Explain ways that family structure changes over time	<ul style="list-style-type: none"> <li>• Identify ways in which family size increases and decreases</li> </ul>
Describe how the arrival of a new household member affects the lives and routines of everyone in the family	<ul style="list-style-type: none"> <li>• Identify how the arrival of a new member in the household affects other members</li> <li>• Describe their role in helping to accommodate the new member of the household</li> </ul>
Identify ways that some family members require special care and attention	<ul style="list-style-type: none"> <li>• Identify family members who require special care and attention</li> <li>• Describe ways in which family members provide special care and attention</li> <li>• Demonstrate ways to provide special care and attention to family members</li> </ul>
Explain ways that all living things reproduce and grow	<ul style="list-style-type: none"> <li>• Name and locate body organs related to sperm and egg production</li> <li>• Explain that human babies are created by the union of an egg and sperm</li> </ul>

### Safety and First Aid

Big Ideas: burn prevention, fire safety, outdoor safety and personal safety

Identify how burns and scalds can be prevented by following safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>• Identify hazards that may result in burns and scalds</li> <li>• Identify risky behaviours that may result in burns and scalds</li> <li>• Identify safety rules to prevent burns and scalds</li> <li>• Demonstrate first aid for minor burns and scalds</li> </ul>
Describe how injuries from flames can be prevented by following fire safety rules	<ul style="list-style-type: none"> <li>• Name the senses used to detect fire</li> <li>• Demonstrate the five steps to follow if clothes catch on fire</li> <li>• List safety rules to follow when exiting a burning building</li> </ul>
Explain ways in which injuries around water can be prevented by following swimming, boating and water safety rules	<ul style="list-style-type: none"> <li>• List activities in or near water</li> <li>• Identify hazards and behaviours around water that may result in injuries or death</li> <li>• Identify safety rules around water</li> </ul>
Explain ways in which injuries around ice can be prevented by following safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>• List activities around ice</li> <li>• Identify hazards and behaviours around ice that may result in injuries or death</li> <li>• Identify safety rules around ice</li> <li>• Describe first aid for hypothermia</li> </ul>
Explain ways in which animal bites can be prevented by following safety rules and minimized by first aid	<ul style="list-style-type: none"> <li>• Describe safety rules that help prevent animal bites</li> <li>• Describe first aid for animal bites</li> </ul>

## HEALTH GRADE 3

### Alcohol and other Drugs

Big Ideas: safety, drugs, tobacco and well-being

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Explain that substances are potentially unsafe and have warning signs	<ul style="list-style-type: none"> <li>• Identify the hazard warning signs</li> <li>• Recognize the vocabulary associated with each sign</li> </ul>
Identify how medicine can be obtained from different sources	<ul style="list-style-type: none"> <li>• Identify the different kinds of medicine (prescription, non prescription, traditional) and their sources in the N.W.T.</li> </ul>
Describe why rules are necessary when handling medicine	<ul style="list-style-type: none"> <li>• Identify the rules related to medicine and explain why they are necessary</li> <li>• Explain why rules are necessary when handling medicine</li> <li>• Explain that each person is responsible for his own behaviour</li> </ul>
Explain that a drug is anything that is put into the body that makes it work differently; identify that tobacco contains a drug.	<ul style="list-style-type: none"> <li>• Identify that medicines are drugs</li> <li>• Define a drug</li> <li>• Identify commonly used substances which contain drugs</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify commonly used substances which contain drugs</li> <li>• Identify the effects of tobacco on the body</li> <li>• Examine their own values related to tobacco use</li> </ul>
Illustrate/demonstrate behaviours that improve our well-being	<ul style="list-style-type: none"> <li>• Identify some behaviours which will improve their own well-being</li> </ul>

## CAREER DEVELOPMENT GRADE 3

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Build and maintain a positive self-image</b>	<ul style="list-style-type: none"> <li>• Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses 1.1.1</li> <li>• Discover how positive characteristics are the basis of a positive self-image 1.1.2</li> <li>• Understand how self-image influences behaviours 1.1.3</li> <li>• Understand how own behaviours influence feeling/ behaviours of others 1.1.4</li> <li>• Identify positive characteristics about self as seen by self and others 1.1.5</li> <li>• Demonstrate behaviours and attitudes reflective of a positive self-image 1.1.6</li> <li>• Assess one’s self-image and evaluate its impact on self and others 1.1.7</li> <li>• Transform behaviours and attitudes in order to improve one’s self-image 1.1.8</li> </ul>
<b>Interact positively and effectively with others</b>	<ul style="list-style-type: none"> <li>• Discover the unique character of individuals 2.1.1</li> <li>• Explore implications, effects and consequences of helping others 2.1.3</li> <li>• Explore interpersonal and group communication skills 2.1.4</li> <li>• Demonstrate effective skills, knowledge, attitudes for interacting with others 2.1.5</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities 2.1.8</li> <li>• Demonstrate a willingness to help others 2.1.9</li> <li>• Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings 2.1.10</li> <li>• Re-examine one’s behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others 2.1.12</li> </ul>
<b>Change and grow throughout one’s life</b>	<ul style="list-style-type: none"> <li>• Explore the concept of change and growth as part of life 3.1.1</li> <li>• Understand that change and growth impact one’s mental and physical health 3.1.2</li> <li>• Explore personal feelings (mental and physical) 3.1.3</li> <li>• Explore ways to express feelings 3.1.4</li> <li>• Explore good health habits 3.1.5</li> <li>• Express feelings 3.1.7</li> <li>• Demonstrate good health habits 3.1.8</li> <li>• Acknowledge the positive effects of expressing one’s feelings 3.1.9</li> <li>• Acknowledge the positive effects of expressing one’s feelings 3.1.10</li> <li>• Re-examine one’s health habits and adopt those that contribute positively to one’s growth 3.1.12</li> <li>• Engage in good health habits 3.1.13</li> </ul>
<b>Participate in life-long learning supportive of life/work goals</b>	<ul style="list-style-type: none"> <li>• Understand the importance of preparing for one’s life and work paths 4.1.4</li> <li>• Discover how different levels of work require different combinations of acquired skills, knowledge and attitudes 4.1.5</li> <li>• Explore multiple work types and alternatives, both paid and unpaid 4.1.6</li> <li>• Demonstrate effective information gathering strategies 4.1.9</li> </ul>

## CAREER DEVELOPMENT GRADE 3

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Locate and understand life/work information</b>	<ul style="list-style-type: none"> <li>• Explore work of family members, school personnel and community workers/employers 5.1.1</li> <li>• Explore work roles and settings of interest to oneself 5.1.2</li> <li>• Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information 5.1.3</li> <li>• Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles 5.1.4</li> <li>• Explore various working conditions of work roles 5.1.5</li> <li>• Understand how self-employment differs from working for others 5.1.6</li> <li>• Explore various sources of work information 5.1.7</li> <li>• Use various sources of information (e.g. Internet, television, newspapers) 5.1.8</li> <li>• Express one’s opinion on work information that has been explored 5.1.9</li> <li>• Improve one’s strategies for locating and using work information 5.1.10</li> </ul>
<b>Understand the relationship between Work and society/economy</b>	<ul style="list-style-type: none"> <li>• Understand how work can satisfy personal needs 6.1.1</li> <li>• Understand how work can contribute positively to society 6.1.2</li> <li>• Explore the impact of work on personal, social, economic and environmental problems 6.1.4</li> <li>• Demonstrate how work can satisfy one’s personal needs 6.1.5</li> <li>• Demonstrate how work might solve personal, social, economic and environmental problems 6.1.6</li> <li>• Demonstrate the value of work for oneself 6.1.7</li> <li>• Engage in work experiences that satisfy one’s needs as well as contribute to one’s community 6.1.8</li> </ul>
<b>Secure/create and maintain work</b>	<ul style="list-style-type: none"> <li>• Understand the importance that personal qualities have on creating, getting and keeping work 7.1.1</li> <li>• Understand how cooperation among workers can help accomplish a task 7.1.3</li> <li>• Experience cooperation in order to accomplish a task 7.1.8</li> <li>• Demonstrate the ability to take responsibility for one’s actions 7.1.9</li> <li>• Re-examine one’s experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience 7.1.10</li> </ul>
<b>Make life/work enhancing decisions</b>	<ul style="list-style-type: none"> <li>• Understand how choices are made 8.1.1</li> <li>• Explore what can be learned from experiences 8.1.2</li> <li>• Explore alternatives in decision-making situations 8.1.5</li> <li>• Understand how personal beliefs and attitudes influence decision-making 8.1.6</li> <li>• Understand how decisions affect self and others 8.1.7</li> <li>• Make decisions and take responsibility for them 8.1.10</li> <li>• Evaluate the impact of personal decisions on self and others 8.1.12</li> <li>• Engage in a responsible decision-making process 8.1.13</li> </ul>

## CAREER DEVELOPMENT GRADE 3

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Maintain balanced life and work roles</b>	<ul style="list-style-type: none"> <li>• Explore the various roles an individual may have 9.1.1.</li> <li>• Understand how family members depend on one another, work together and share responsibilities 9.1.3</li> <li>• Demonstrate how one works with other family members and shares family responsibilities 9.1.6</li> <li>• Examine one’s different life roles and evaluate one’s responsibilities within each of them 9.1.8</li> </ul>
<b>Understand the changing nature of life/work roles</b>	<ul style="list-style-type: none"> <li>• Understand the positive impact of work on people 10.1.1</li> <li>• Discover the changing life roles of men and women in work and family settings 10.1.2</li> <li>• Understand how contributions of individuals both inside and outside the home are important to family and community 10.1.3</li> <li>• Outline the life roles of males and females in one’s own family setting 10.1.4</li> </ul>
<b>Understand, engage in and manage one’s own life/work building process</b>	<ul style="list-style-type: none"> <li>• Explore the concept of change is constant and its relation to life and work 11.1.1</li> <li>• Explore the concept of following one’s own heart and its relation to life and work 11.1.3</li> <li>• Explore the concept of goal setting as a source of inspiration and motivation in life and work 11.1.4</li> <li>• Understand the value of focusing on the journey in life and work 11.1.5</li> <li>• Discover the benefits of strong relationships to life and work 11.1.6</li> <li>• Recognize situations of change and transformation in one’s environment 11.1.7</li> <li>• Try new experiences according to one’s dreams, personal values and interests 11.1.9</li> <li>• Identify one’s set of relationships 11.1.11</li> <li>• Engage in experiences that expose one to change, continuous learning, personal values and dreams, goal setting, journeys and networking 11.1.13</li> </ul>

## PHYSICAL EDUCATION GRADE 3

### Activity

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Respond to a variety of stimuli to create locomotor sequences A3–1	<ul style="list-style-type: none"> <li>• Improve fluency in locomotor skills; e.g., run with and without a break, gallop forward and sideways, skip. Explore combinations; e.g., run for four beats, freeze for four beats. Pathway or direction changes and matching or following a partner can be included. Perform to music (Dance)</li> <li>• Participate in a movement sequence, and add movements from other themes; e.g., a sequence that has a starting position; a takeoff, jump and land; a roll; a balance; and a finish position.(Types of Gymnastics)</li> <li>• Review how to run safely within an area, avoiding obstacles while changing speed, direction and levels.(Individual Activities)</li> </ul>
Respond to a variety of stimuli to create nonlocomotor sequences A3–3	Listen to a story and relate nonlocomotor movements to it as you transfer weight and move fluidly from position to position without travelling. (Types of Gymnastics)
Demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways A3–5	<ul style="list-style-type: none"> <li>• Design and participate in a running route around the school area. Throughout the year, use different forms of locomotion to get around the course; e.g., snowshoeing, cross-country skiing. (Alternate Environments)</li> <li>• Use games that provide practice in sending and receiving with control, and in accurately projecting an object; e.g., keep away, bench ball. (Games)</li> </ul>
Select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing A3–7	<ul style="list-style-type: none"> <li>• Play snow golf or snow ball using a brightly coloured playground ball. Use a play area that encourages the use of different pathways; e.g., throw in different directions, walk/run at different levels.(Alternate Environments)</li> </ul>
Select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others A3–8	<ul style="list-style-type: none"> <li>• Perform a folk dance.(Dance)</li> </ul>
Select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others A3–9	<ul style="list-style-type: none"> <li>• Explore complex action words; e.g., dark, expand, contract, advance, retreat, anchor, through the use of aspects of space and effort. Explore more difficult partner relationships; e.g., rush together in a group of three, then scatter and freeze. (Dance)</li> </ul>
Perform and play lead-up games and demonstrate elements of space awareness, effort and relationship A3–10	<ul style="list-style-type: none"> <li>• Play the fielding lead-up game of soccer baseball, using the progressional skills and basic strategies to be effective. (Games)</li> </ul>
Demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games A3–11	<ul style="list-style-type: none"> <li>• Participate in net and wall games; and see how many continuous shots partners can make to each other, while moving from side to side or forward and back.(Games)</li> </ul>
Select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence A3–12	<ul style="list-style-type: none"> <li>• Practise moving from bench to mat; e.g., stand on a bench, then jump and land on a mat, demonstrating a controlled two-foot landing. Repeat, adding a wide shape. Experiment with other shapes; e.g., narrow, tuck, twist, pike and straddle pike, prior to a stable landing. (Types of Gymnastics)</li> </ul>
Manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling A3–13	<ul style="list-style-type: none"> <li>• Practise various ways to throw and catch a ball; e.g., throw a ball in the air to yourself, spin before catching the ball, catch a ball off the rebound from a wall. Increase challenge by adding another ball or by creating a throwing “routine” with a partner.(Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 3

### Benefits Health

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe the concept of energy required for muscles B3–1	<ul style="list-style-type: none"> <li>• Create a dance based on syllables; e.g., one syllable word—plum (bounce), two syllable word—melon (expand, contract), three syllable word—banana (sustained turn). Refer to Canada’s Food Guide to Healthy Eating to identify the role of fruit as part of a healthy diet. (Dance)</li> </ul>
Demonstrate and describe ways to improve personal growth in physical abilities B3–2	<ul style="list-style-type: none"> <li>• Identify and demonstrate how to improve various balances; e.g., use wide base of support, wide hands while balancing or balancing on fewer body parts..(Types of Gymnastics)</li> <li>• After playing a game, identify one skill to improve and then practise this skill; e.g., practise throwing to improve accuracy in dodgeball. (Games)</li> </ul>
Experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities B3–3	<ul style="list-style-type: none"> <li>• Practise games like hopscotch, elastic skipping, single rope skipping, long rope skipping, double Dutch, hoop skipping, and jumping over floor lines, benches and cones. (Individual Activities)</li> <li>• Create an outdoor fitness course, with guidance from the teacher, using various stations that emphasize different components of fitness.(Alternate Environments)</li> </ul>
Describe personal physical attributes that contribute to physical activity B3–4	<ul style="list-style-type: none"> <li>• Identify and practise ways to get faster at running; e.g., use arms more, get a quicker start. Watch a videocassette of performance. (Individual Activities)</li> </ul>
Describe the benefits of physical activity to the body B3–6	<ul style="list-style-type: none"> <li>• Identify a component of fitness, and create a game that addresses that component.(Games)</li> <li>• Identify various dance tasks that cause increased heart rate, strength and flexibility during participation.(Dance)</li> </ul>
Describe the changes that take place in the body during physical activity B3–7	<ul style="list-style-type: none"> <li>• Explore the range of movement of the joints; e.g., rotation or movement up and down, and record this information on a chart.(Types of Gymnastics)</li> </ul>
Understand the connections between physical activity and emotional well-being; e.g., feels good B3–8	<ul style="list-style-type: none"> <li>• Describe feelings after participating in a physical activity outside.(Alternate Environments)</li> </ul>
<b>Cooperation</b>	
Describe and demonstrate respectful communication skills appropriate to context C3–1	<ul style="list-style-type: none"> <li>• Show a willingness to work with different partners/groups and express positive comments to all partners. (Dance)</li> <li>• Identify key words that foster teamwork during games, and use only these words during the game. Add or remove words during breaks.(Games)</li> <li>• Participate in small groups, and use three or four beanbags to practise team juggling skills, using the underhand throw. Begin with one bag, throwing in a designated pattern to each person in the circle, until everyone has thrown to another person. Then add a second, third and fourth beanbag, until the group can keep all the bags moving from person to person without dropping them. As more bags are added, problem solve ways to prevent bags from hitting each other; e.g., call person’s name before tossing.(Individual Activities)</li> </ul>
Identify and demonstrate etiquette and fair play C3–3	<ul style="list-style-type: none"> <li>• Practise with a partner to learn new skipping skills. Rotate position between jumpers and turners. Use rhymes, such as: Dancers, dancers do your preps Dancers, dancers do your steps Dancers, dancers touch the ground Dancers, dancers turn around. (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 3

### Cooperation

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Accept responsibility for assigned roles while participating in physical activity C3–4	<ul style="list-style-type: none"> <li>Identify key roles in team games; e.g., thrower and catcher, and upon signal, rotate positions in order to experience all roles. (Games)</li> </ul>
Display a willingness to share ideas, space and equipment when participating cooperatively with others C3–5	<ul style="list-style-type: none"> <li>Using a string course, which is a short orienteering course marked by a continuous ribbon or yarn, work in pairs to find different sites marked on a simple map and colour each site in with the appropriate map colours located at each check-in station. (Alternate Environments)</li> <li>Participate in dance tasks involving the sharing of a prop; e.g., a musical instrument, an umbrella, an elastic. (Dance)</li> <li>Design small group fielding games. Discuss and agree on the equipment to be used; e.g., racquets or paddles, and on the dimensions of the playing area. (Games)</li> <li>Discuss and collaborate to create a balancing routine with a partner. (Types of Gymnastics)</li> </ul>
<b>Do it Daily for Life...</b>	
Express a willingness to participate regularly in physical education class D3–1	<ul style="list-style-type: none"> <li>Participate in a walk and jog program, increasing distance over time; e.g., a run for fun, cross-country. (Individual Activities)</li> <li>Maintain an activity log, set activity goals and plan ways to increase or maintain participation in physical activities outside of physical education class. (Games)</li> </ul>
Describe factors that encourage movement and a personal feeling about movement D3–2	<ul style="list-style-type: none"> <li>Choose music appropriate for the intended dance activity. Reflect on whether this helped to increase enjoyment of the experience. (Dance)</li> </ul>
Demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity D3–3	<ul style="list-style-type: none"> <li>When playing a team game, follow rules and demonstrate skills that have been practised. (Games)</li> </ul>
Demonstrate and participate in safe warm-up and cool-down activities D3–4	<ul style="list-style-type: none"> <li>Design and then teach a game at the beginning of class that will increase heart rates; e.g., tag games, follow the leader. (Individual Activities)</li> </ul>
Tell about safe movement experiences in various environments; e.g., gymnastic equipment D3–5	<ul style="list-style-type: none"> <li>Create a movement sequence, identifying important safety considerations; e.g., round body, wide hands. (Types of Gymnastics)</li> </ul>
Set and achieve a short-term goal to increase effort and participation in one area of physical activity D3–6	<ul style="list-style-type: none"> <li>Use team-building games to work together to achieve a common goal; e.g., must move one mat, two tires and two ropes from one end of the field to the other without any body parts touching the ground. (Alternate Environments)</li> </ul>
Identify ways to change an activity to make it a challenge based on personal abilities D3–7	<ul style="list-style-type: none"> <li>Review performance on an activity, and discuss appropriate attitudes and behaviours; e.g., working on task, demonstrating appropriate audience behaviour, giving positive feedback. Determine how you could change the activity to make it more challenging. (Individual Activities)</li> <li>Set up equipment in such a way that everyone can participate; e.g., have both low and medium level boxes. (Types of Gymnastics)</li> <li>Create a game, and when explaining the game to classmates, identify the key safety rules. (Games)</li> <li>Explore a dance idea, and discuss ways in which you could choose to increase an aspect of difficulty; e.g., reverse the order of the sequence or show a different balance each time a freeze occurs. (Dance)</li> </ul>
Describe types of physical activities people choose within the community and reasons for their choices D3–8	<ul style="list-style-type: none"> <li>Identify local facilities in your community used for physical activity. (Alternate Environments)</li> </ul>

## PHYSICAL EDUCATION GRADE 3

### Do It Daily for Life...

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment D3–9	<ul style="list-style-type: none"> <li>• Select, perform and adapt types of rotation appropriate to ability; e.g., log rolls and forward rolls using wedges. (Types of Gymnastics)</li> <li>• Discuss strategies for safety when moving in space; e.g., rushing, weaving in and out of a space. Focus on light landings and transitions, such as jump, land, tumble. Discuss personal space.(Dance)</li> <li>• Brainstorm equipment needs for a day trip; e.g., footwear, clothing, food and first-aid kit, and review safety rules.(Alternate Environments)</li> </ul>

## ARTS GRADE 3

### Dance

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Creative Productive (CP):</b> Students will inquire, create, and communicate through dance, drama, music, and visual art.	
Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli. CP3.1	<ul style="list-style-type: none"> <li>• Generate ideas for stimuli as starting points for dance compositions (e.g., plant growth in science, lines in a poem, music, personal experience, tradition, memory).</li> <li>• Ask questions about the stimuli to contribute to dance-making inquiry (e.g., How else could we represent that same feeling in movement?).</li> <li>• Create a wide variety of movements to a given stimuli.</li> <li>• Generate a range of alternatives for representing movement ideas and solving movement problems.</li> <li>• Reflect on which movements worked best and adjust own work accordingly.</li> <li>• Combine movements into dance phrases that have a beginning position, a middle, and end position.</li> </ul>
Create dance phrases and sequences that demonstrate understanding of the elements of dance including: • actions (five basic jumps)• body (zones and areas)• dynamics (extremes of speed, duration, varying forces)• relationships (range)• space (create and recall combinations of pathways and directions). CP3.2	<ul style="list-style-type: none"> <li>• Generate movements in order to represent own movement ideas.</li> <li>• Apply knowledge of body zones including right side, left side, front, back, upper half, and lower half to own movements.</li> <li>• Apply a wide variety of actions including the five basic jumps of leap, hop, jump (from two feet to land on two feet), sissone (from two feet to land on one foot), and assemble (from one foot to land on two feet).</li> <li>• Apply a variety of dynamics including moving with the extremes of speed (fast and slow), duration (short and long), and varying forces (strong and light).</li> <li>• Demonstrate that energy is on a continuum of a little to a lot and apply to own movement explorations and dances.</li> <li>• Demonstrate ways of grouping speed and duration to form rhythmic patterns.</li> <li>• Apply a range of relationships to dance compositions (e.g., beside, above, in front, behind).</li> <li>• Create and recall a variety of combinations of straight and curved pathways on the floor, and illustrate differences.</li> </ul>
<b>Drama</b>	
Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration. CP3.3	<ul style="list-style-type: none"> <li>• Demonstrate commitment to roles and the fiction represented in the dramatic situation (i.e., suspend disbelief).</li> <li>• Demonstrate ability to maintain a role throughout one or more dramatic episodes.</li> <li>• Respond appropriately and imaginatively to others in role to further the dramatic work.</li> <li>• Use language purposefully when speaking and writing in role.</li> </ul>
Use imagination, a variety of drama strategies, and reflection to further the drama's development. CP3.4	<ul style="list-style-type: none"> <li>• Support contributions to drama discussions with stories of own or community experience.</li> <li>• Work together within dramatic contexts.</li> <li>• Discuss advantages of working collaboratively.</li> <li>• Ask questions to contribute to inquiry of the topic through drama (e.g., What could we do to find out how different people would feel and react in that situation?).</li> <li>• Listen at all times within a drama and discuss how this behaviour contributes to the drama's success.</li> </ul>

## ARTS GRADE 3

### Drama

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Demonstrate respect for the contributions of others.</li> <li>• Use imagination to explore various possibilities in dramatic contexts.</li> <li>• Demonstrate confidence in using a variety of strategies within dramatic situations</li> </ul>

### Music

Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration. CP3.5	<ul style="list-style-type: none"> <li>• Make considered choices to express ideas using a variety of sound objects and instruments.</li> <li>• Play a variety of sound objects and instruments with expression.</li> <li>• Match pitch, and sing grade-appropriate songs with accurate rhythm and expression.</li> <li>• Create vocal and instrumental compositions, and investigate questions and music concepts through collaborative inquiry (e.g., How could we represent the mood or feeling of that environment in our music composition? How could we combine our voices and these instruments to represent the change in the weather? How could we play this part of the composition to better represent an approaching storm?).</li> <li>• Experiment with contrasting tempos and dynamics to represent different ideas about the environment.</li> <li>• Improvise melodic phrases to represent different ideas about the environment.</li> <li>• Record own sound compositions using simple representations of the sounds (e.g., drawings, invented or traditional notation).</li> </ul>
Create and perform music (vocal and instrumental) that demonstrates knowledge of:• form (repeated or contrasting phrases: call/response, question/answer, rounds)• rhythm (interplay of beat, tempo, and patterns of duration)• pitch (combining pitch and rhythm to form melody)• dynamics (levels of loud/soft)• texture (combining and layering sounds)• tone colour (differentiate). CP3.6	<ul style="list-style-type: none"> <li>• Create rhythmic and/or vocal answers to rhythmic and/or vocal questions (call and response).</li> <li>• Investigate how beats are/can be systematically grouped into twos, threes, and combinations and multiples of twos and threes.</li> <li>• Imitate and create repeated and contrasting rhythmic phrases in simple metres (e.g., 2/4, 4/4).</li> <li>• Investigate questions arising from inquiry into the elements of music and form (e.g., How many different ways can we play that same pattern?).</li> <li>• Apply understanding of tempo recognizing that music may move relatively fast or slow.</li> <li>• Demonstrate and apply understanding of dynamics recognizing that sounds may differ in levels of loud/soft (dynamics) in speech and music.</li> <li>• Demonstrate and apply understanding of rhythm and patterns of duration (i.e., groupings of longer and shorter sounds and silences).</li> <li>• Investigate ways of combining pitch and rhythm to form melody in music.</li> <li>• Investigate ways of creating texture in music (i.e., the combining and layering of sounds that creates the fabric or texture of music).</li> <li>• Explore and differentiate between different timbres of instruments.</li> </ul>

### Visual Art

Create visual art works that express ideas about the natural, constructed, and imagined environments. CP3.7	<ul style="list-style-type: none"> <li>• Generate questions that arise from the investigation of a topic or area of interest to initiate inquiry (e.g., How have different artists represented plant life in visual art works and book illustrations?).</li> <li>• Develop a plan to visually explore selected question(s) (e.g., observe and draw, gather research information, imagine and paint).</li> <li>• Use guided Internet searches to investigate how artists represent the environment in different ways.</li> </ul>
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## ARTS GRADE 3

### Visual Art

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
(Continued)	<ul style="list-style-type: none"> <li>• Demonstrate respect for the contributions of others.</li> <li>• Use imagination to explore various possibilities in dramatic contexts.</li> <li>• Demonstrate confidence in using a variety of strategies within dramatic situations</li> <li>• Explore inquiry questions visually (e.g., What are some unique characteristics of plant growth? How could we create our own representations of plant growth using different styles of art?).</li> <li>• Discuss how the plan and visual exploration is evolving, and adjust decisions accordingly.</li> <li>• Use guided Internet searches to investigate how artists use different art forms and media to express their ideas.</li> </ul>
Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects). CP3.8	<ul style="list-style-type: none"> <li>• Observe visual details, and include details to enhance depictions of animals, people, and objects.</li> <li>• Apply understanding of contour lines to form the outline of an object.</li> <li>• Investigate relationships of colours on the colour wheel.</li> <li>• Demonstrate ways to change a colour's value by adding white or black.</li> <li>• Use three-dimensional materials such as clay to create real textures.</li> <li>• Recognize circles, squares, triangles, and rectangles as geometric shapes and apply this knowledge to art work.</li> <li>• Recognize cubes, cylinders, and spheres as geometric forms and apply this knowledge to art work.</li> <li>• Identify formal and informal patterns in own surroundings and art works.</li> <li>• Identify examples of contrast in own surroundings and in art works.</li> </ul>
<b>DANCE, DRAMA, MUSIC, VISUAL ART</b>	
<b>CRITICAL/RESPONSIVE (CR) K-12 Goal:</b> Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, creativity, research, and collaborative inquiry	
Describe ideas and problem-solving processes used in own arts expressions. CR3.1	<ul style="list-style-type: none"> <li>• Identify and describe how arts expressions make them think and feel.</li> <li>• Discuss ideas for own arts expressions incorporating personal interests and experience.</li> <li>• Discuss own and group inquiry and creative problem-solving processes (e.g., the paint kept getting muddy so I cleaned my brush more often; the troll was bossy in the beginning; my partner and I thought it would look better if we jumped at the same time; we couldn't hear the voices so we played softer).</li> </ul>
Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration. CR3.2	<ul style="list-style-type: none"> <li>• Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally (e.g., music that conveys a mood; dance that conveys ideas about bullying; drama that conveys ideas about compassion; visual art work or graphic that conveys a social message).</li> <li>• Use own words to demonstrate awareness of arts languages and creative processes.</li> <li>• Discuss with peers varying interpretations of the same arts expression, recognizing that not everyone responds the same way.</li> <li>• Create an arts expression in response to, or in the same style as, a professional artist and identify connections to the original work.</li> <li>• Respond to arts expressions in various ways such as verbally, through movement, music, or drawing.</li> </ul>

## Art GRADE 3

### DANCE, DRAMA, MUSIC, VISUAL ART

**CUTURAL/Historical (CH) K-12 Goal:** Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and human experience.

Outcomes	Achievement Indicators
<i>It is expected that students will acquire skills through a variety of developmentally appropriate activities:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural). CH3.1	<ul style="list-style-type: none"> <li>• Investigate many different kinds of arts expressions.</li> <li>• Share information about an artist working in own community through individual research or collaborative inquiry.</li> <li>• Conduct research and guided Internet searches for information about Saskatchewan artists.</li> <li>• Describe how an arts expression tells something about the community and culture in which it was created (e.g., heritage harvest dances).</li> <li>• Describe ways that people of various cultures in own and surrounding communities participate in the arts and discuss why they do so.</li> </ul>
Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions. CH3.2	<ul style="list-style-type: none"> <li>• Share information about the arts expressions of Saskatchewan First Nations and Métis artists gained through individual research or collaborative inquiry.</li> <li>• Describe, using own words, key features of arts expressions by Saskatchewan First Nations and Métis artists in own community and beyond.</li> <li>• Perform songs, music, and dances of various styles as appropriate (e.g., invite in community resource people to ensure protocols are followed).</li> <li>• Recognize and describe distinctions between various arts styles (e.g., Métis fiddling vs. powwow music, round dance vs. jingle dance).</li> <li>• Observe, listen to, and inquire about First Nations and Métis arts and protocols related to arts expressions.</li> <li>• Investigate arts expressions of First Nations and Métis artists whose work speaks to the relationship between people, the land, and environment.</li> </ul>

## ICT - GRADE 3 - EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
<b>Plan and Question</b>		<b>Supporting Skills</b>
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Recalls and or records prior knowledge and asks topic-related questions</li> <li>• Follows given plans</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Constructs how and why questions, predictions, hunches, educated guesses and hypotheses and identifies information needs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Adapts given electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Moves text and images</li> <li>• Inserts and edits text, data, images, sound, video and or formulas</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Formats page layout</li> <li>• Customizes the template of a graphic organizer, table, multimedia presentation, spreadsheet, and/or database</li> </ul>
<b>Synthesize - Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates original inquiry questions and creates new questions for future inquiry</li> </ul>	
	<ul style="list-style-type: none"> <li>• Designs own electronic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Manages electronic files and folders</li> <li>• Moves data between applications</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT – GRADE 3 – EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
• Gather and Make Sense		Supporting Skills
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Finds and collects information from given media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Prints files</li> <li>• Browses multimedia</li> <li>• Searches the Internet using teacher-selected search engines and keywords</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Manipulates input devices</li> <li>• Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies sources of information and provides bibliographic/reference data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts hyperlinks to electronic sources</li> </ul>
	<ul style="list-style-type: none"> <li>• Records data or makes notes on gathered information and ideas using given categories and given ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Inserts and edits text, data, images, sound video and/or formulas</li> </ul>
	<ul style="list-style-type: none"> <li>• Collects primary data using electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Captures digital data</li> </ul>
	<ul style="list-style-type: none"> <li>• Questions whether information from media sources is real, useful, and/or distracting</li> </ul>	
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Refines information searches using a variety of media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Browses the Internet</li> <li>• Chooses /uses search engines &amp; own keywords</li> <li>• Refines searches using Boolean logic</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes textual, numerical, aural, and visual information gathered from media sources, applying established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates currency, authorship of electronic sources such as websites, email, CD-ROMs, syndications, blogs, wikis, podcasts, and broadcast media</li> </ul>
	<ul style="list-style-type: none"> <li>• Categorizes information using the ICT suitable for the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Navigates within an application</li> <li>• Moves data between applications</li> <li>• Transfers ICT knowledge to new applications</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyzes if info from media sources is sufficient, suitable for purpose/audience</li> </ul>	
	<ul style="list-style-type: none"> <li>• Analyzes whether information from media sources has been manipulated</li> </ul>	
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Incorporates new information with prior knowledge and adjusts inquiry strategies</li> </ul>	
	<ul style="list-style-type: none"> <li>• Assesses textual, numerical, aural, and visual info, and sources of the media, to verify context, perspective, bias, motive</li> </ul>	

## ICT - GRADE 3 - EMERGING (PRE K TO GRADE 3)

### Cognitive Domain (pink bands indicate overlap across the years)

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding	Supporting Skills	
<b>Knows – Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Participates in establishing criteria for student – created electronic work</li> <li>• Composes text, records, sound, sketches images, graphs, data, and/or creates video</li> <li>• Edits electronic work according to established criteria, conventions, and/or standards</li> </ul>	<ul style="list-style-type: none"> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Navigates within an application</li> <li>• Manipulates input devices</li> <li>• Recognizes and presses keys on the keyboard</li> <li>• Moves text and images</li> <li>• Draws images using electronic tools</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Recalls ICT vocabulary in context</li> <li>• Uses ICT vocabulary in context</li> <li>• Prints files</li> <li>• Navigates between applications</li> <li>• Sends and receives text messages and electronic files using rules of etiquette</li> <li>• Transfers ICT knowledge to new applications</li> <li>• Inserts and edits texts, data, images, sound, video, and/or formulas</li> <li>• Formats text, images, graphs, tables using toolbar icons, menu options, keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and/or track changes</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>• Selects suitable ICT application and/or device to create electronic work and explains the selection</li> <li>• Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback and personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and presses keys on the keyboard</li> <li>• Logs on and off ICT devices</li> <li>• Opens applications and files</li> <li>• Saves files</li> <li>• Formats text, images, graphs, and tables using toolbar icons, menu options, and/or keyboard shortcuts</li> <li>• Edits text using spell check, dictionary, thesaurus, grammar check, and or track changes</li> <li>• Inserts hyperlinks to electronic sources</li> <li>• Formats page layout</li> <li>• Customizes template of graphic organizer, table, multimedia presentation, spreadsheet, database</li> <li>• Analyzes the intended use of images/video, and edits images/video using photo/video-editing software</li> <li>• Constructs graphic organizers, tables, spreadsheets, databases, multimedia presentations, and/or web pages</li> </ul>

## ICT – GRADE 3 – EMERGING (PRE K TO GRADE 3)

### Cognitive Domain

Outcomes		Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>	
Produce to Show Understanding		Supporting Skills
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>Solves problems, reaches conclusions, makes decisions, and/or proposes answers to questions by analyzing data/information and concepts using ICT devices and/or applications</li> </ul>	<ul style="list-style-type: none"> <li>Navigates within an application</li> <li>Moves data between applications</li> <li>Transfers ICT knowledge to new applications</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Designs and creates non-sequenced ICT representations</li> </ul>	<ul style="list-style-type: none"> <li>Moves data between applications</li> </ul>
	<ul style="list-style-type: none"> <li>Self-assesses ICT representations to go beyond established criteria by enhancing meaning and/or artistry, according to topic, audience, purpose and occasion</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Communicate		Supporting Skills
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Displays and/or discusses electronic work</li> </ul>	<ul style="list-style-type: none"> <li>Logs on and off ICT devices</li> <li>Opens applications and files</li> <li>Navigates within an application</li> <li>Manages electronic files and folders</li> <li>Manipulates input devices</li> <li>Recognizes and presses keys on the keyboard</li> <li>Selects and uses peripherals to find, record, manipulate, save, print, and/or display information</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Discusses information, ideas, and/or electronic work using tools for electronic communication</li> </ul>	<ul style="list-style-type: none"> <li>Sends and receives text messages and electronic files using rules of etiquette</li> </ul>
<b>Synthesize Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Adjusts communication based on self-evaluation and feedback from a global audience</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Reflect		Supporting Skills
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>Participates in guided conferences to think about using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li>Uses ICT vocabulary in context</li> </ul>
<b>Analyze – Apply</b> (Believe)	<ul style="list-style-type: none"> <li>Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Synthesize - Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>Self-monitors learning goals, reflects on the value of ICT to complete learning tasks, and sets personal goals for using ICT to learn</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## ICT – GRADE 3 – EMERGING (PRE K TO GRADE 3)

### Affective Domain

Outcomes	Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Ethics and Responsibility</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Respects ICT equipment and personal technology space of other ICT users</li> <li>• Recognizes guidelines for safety and security</li> <li>• Recognizes the need to acknowledge authorship of intellectual property</li> <li>• Identifies possible health issues associated with using ICT</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Applies school division’s acceptable-use policy for ICT</li> <li>• Applies safety guidelines when communicating electronically</li> <li>• Explains consequences of unethical behaviour</li> <li>• Applies guidelines for ethical and responsible use of ICT</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Evaluates effects of personal ICT behaviour on others</li> <li>• Weights personal benefits and risks of using ICT</li> </ul>
<b>Social Implications</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Identifies uses of ICT at home, at school, at work, and in the community</li> <li>• Relates societal consequences of ethical and unethical use of ICT</li> <li>• Chooses appropriate times and places to use wireless games and/or communication devices</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Analyzes current trends in ICT to predict effects of emerging technologies</li> <li>• Analyzes various ICT skill and competency requirements’ for personal career choices</li> <li>• Analyzes advantages and disadvantages of ICT use in society</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Weighs society’s right to information access against right to individual privacy</li> <li>• Weighs benefits versus risks to society of creating new ICTs</li> </ul>
<b>Collaboration</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Works with others in teacher-directed learning tasks using ICT and assists others with ICT knowledge and procedures</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Collaborates with peers to accomplish self-directed learning with ICT in various settings</li> <li>• Collaborates with others over distance using ICT</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Leads a group in the process of collaborative learning</li> <li>• Weighs benefits and challenges of collaborating on learning with ICT</li> </ul>
<b>Motivation and Confidence</b>	
<b>Knows Comprehends</b> (Become aware)	<ul style="list-style-type: none"> <li>• Demonstrates confidence and self-motivation while doing ICT tasks alone and with others</li> <li>• Recognizes ICT problems and seeks assistance to solve them</li> <li>• Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems</li> </ul>
<b>Analyze – Apply</b> (Believe) cont.	<ul style="list-style-type: none"> <li>• Investigates ICT problems and applies strategies to solve them</li> <li>• Preserves in working through complex ICT problems using higher-level thinking skills</li> </ul>
<b>Synthesize – Evaluate</b> (Value)	<ul style="list-style-type: none"> <li>• Synthesizes knowledge and information to solve unique ICT problems</li> </ul>

## AAT WRITING & READING GRADE 3

<b>AAT Part A Writing –Test Blueprint</b>		
<b>Reporting Category</b>	<b>Looking For...</b>	<b>Description of Writing Assignments</b>
<b>Content</b> (selecting ideas and details to achieve a purpose)	Students select appropriate details to describe events and characters. Events and/or actions should be plausible within the context established by the writer.	A picture prompt is presented to students. The picture is designed to help stimulate the students’ imagination and direct their writing. Before students discuss the picture prompt and organize their ideas on the planning pages provided, the test description, instructions, and information about the picture prompt are read out loud
<b>Organization</b> (organizing ideas and details into a coherent whole)	Students use a variety of sentence types and structure appropriately.	
<b>Sentence Structure</b> (structuring sentences effectively)	Students use a variety of sentence types and structure appropriately	
<b>Vocabulary</b> (selecting and using words and expressions correctly and effectively)	Students use words and expressions appropriately and effectively.	
<b>Conventions</b> (using the conventions of written language correctly and effectively)	Students communicate clearly by adhering to appropriate spelling, punctuation, and capitalization	
<b>Content and Organization are weighted to be worth twice as much as each of the other categories</b>		
<b>AAT Part B Reading –Test Blueprint</b>		
<b>Reporting Category</b>	<b>Able To...</b>	<b>Types of Reading Passages</b>
<b>Understanding Main Ideas / Details</b>	The students should be able to identify key details and main ideas, differentiate between main and supporting characters, recognize character motivation and explicit relationships between events and characters, and categorize ideas.	There are two types of reading passages on the Grade 3 AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 68% of the test.
<b>Organization of Ideas and Relationships Between Form and Content</b>	The student should be able to identify genre (stories, poetry, plays, reports, and articles), organize features of story structure, use text and typographical features, recognize authors’ techniques, and determine an author’s purpose.	
<b>Associating Meaning</b>	The student should be able to associate meanings of words, expressions, and literary devices from prior knowledge and contextual clues.	
<b>Synthesizing Ideas</b>	The student should be able to draw conclusions by relating what is known to new information, add assess the plausibility of ideas and situations in literature.	

**AAT MATH GRADE 3  
TEST BLUEPRINT**

<b>Description</b>	<b>Multiple Choice (MC) Questions</b>	<b>Proportion of MC Questions per Strand</b>
<p style="text-align: center;"><b>Number</b></p> <p>Develop and demonstrate number sense for whole numbers 0 to 1000 and understand fractions as part of a whole.</p> <p>Develop and demonstrate personal strategies when applying arithmetic operations (addition, subtraction, multiplication or division) on whole numbers to create and solve problems.</p> <p>Justify the personal strategies used to solve problems.</p>	<b>18</b>	<b>45%</b>
<p style="text-align: center;"><b>Patterns and Relations</b></p> <p>Investigate, identify, and communicate rules for numerical and non-numerical patterns, in order to describe the world and to solve problems.</p> <p>Represent, solve, and communicate an addition or subtraction equation with one unknown number</p>	<b>8</b>	<b>20%</b>
<p style="text-align: center;"><b>Shape and Space</b></p> <p>Estimate, measure, and compare, using personal referents and standard units of measurement to solve problems.</p> <p>Describe, classify, construct, and relate 3-D objects and 2-D shapes</p>	<b>10</b>	<b>25%</b>
<p style="text-align: center;"><b>Statistics and Probability</b></p> <p>Collect, organize, and interpret data in a variety of ways to solve problems.</p> <p>Construct, label, and interpret bar graphs to solve problems.</p>	<b>4</b>	<b>10%</b>
<b>Number of Questions</b>	<b>40</b>	<b>40</b>
<b>Percent of Test</b>	<b>100%</b>	<b>100%</b>