



# Learning

# Outcomes

# Framework

April 2004

*Grade 3*



**Learning Outcomes Framework**  
**Grade 3**



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# Introduction

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

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

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides listed in *Public School Programs: 2002–2003*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *Vision and Learning Outcomes for the Integration of Information Technologies within Nova Scotia Public School Programs*.

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

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

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

## Elementary Program Components

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



# English Language Arts

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO 1: Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts

GCO 3: Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children's literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
  - predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
  - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- 4.5 use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
- 4.6 read silently, vocalizing only when a major problem with word recognition or meaning occurs
- 4.7 visually survey the text when reading and abandon finger pointing unless a problem occurs
- 4.8 word solve by using analogy with known words; knowledge of affixes, roots, or compounds; an syllabication
- 4.9 use blending as one strategy for decoding words
- 4.10 recognize a wide variety of sight words
- 4.11 use a dictionary
- 4.12 identify main idea and supporting details of a text
- 4.13 identify principles of order in text (time, cause and effect, space)
- 4.14 interpret figurative language
- 4.15 use clues from the text and personal experiences to gain an understanding of character
- 4.16 recognize different emotions and empathize with literary characters
- 4.17 recognize the elements of a story or plot
- 4.18 use prereading/previewing strategies, such as
  - predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
  - making connections between what they read and their own experiences and knowledge
  - setting their own purposes for reading/viewing
  - asking themselves questions about what they want to find out
- 4.19 use during reading/viewing strategies, such as
  - verifying and adjusting predictions/making further predictions
  - making connections between what they read and their own experiences and knowledge
  - visualizing characters, settings, and situations (making pictures in their minds)
- 4.20 use after-reading/viewing strategies such as
  - reflecting about the text
  - responding to the text (through talking, writing, or some other means of representation)
  - asking questions about the text
- 4.21 describe their own reading and viewing processes and strategies

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs
  - use basic reference materials and a database of electronic search
  - reflect on their own research process

GCO 6: Students will be expected to respond personally to a range of texts.

- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating and increasing awareness of the reasons for their opinions

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

- 7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
- formulate questions as well as understandings
  - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspective of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- 8.1 use writing and other forms of representation to
- formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing

## General Curriculum Outcomes    Specific Curriculum Outcomes

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

*Students will be expected to*

- 9.1 create written and media texts using a variety of forms
  - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
  - make choices about form for a specific purpose/audience
  - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
  - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
  - use appropriate drafting techniques (focussing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
  - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/ rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/ information, rearranging, using feedback from conferences to help revise)
  - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
  - use appropriate techniques for publishing/ presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/ representing orally; publishing on-line; submitting work to school/district newsletter)
- 10.2 use some conventions of written language
  - punctuation and capitalization
  - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
    - > use periods at the ends of sentences and for abbreviations

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

- > use commas in a series and in dates
- > use apostrophes for possessives and contractions
- > use question marks, exclamation marks, and quotation marks
- language structure
  - > make subjects and verbs agree
  - > begin to use simple paragraphing
  - > use a variety of simple and more complex sentence structures
  - > use pronouns appropriately
- spelling
  - > use meaning and syntax patterns as well as sound cues
  - > use a range of spelling strategies
  - > spell many words conventionally
  - > use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)
- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
  - engage in writing/representing activities for sustained periods of time
  - work willingly on revising and editing for an audience
  - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
  - use a tape recorder to tape dramatic presentations, readings of published work, and retellings
  - use a simple word processing program to draft, revise, edit, and publish
  - use a drawing program (computer software)
  - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
  - with assistance use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

# Health Education

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

### The Body: Growth and Development

GCO A: Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

- A1.1 identify the parts of the tooth
- A2.1 demonstrate a knowledge of how the sense organs function
- A2.2 demonstrate an understanding of the functions of tooth groups

### Strategies for Healthy Living

GCO B: Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

- B1.1 demonstrate an appreciation for the sensory and nutritional value of fresh and freshly prepared foods
- B1.2 identify ways that family, friends, and culture influence their food choices
- B1.3 demonstrate an ability to plan regular, balanced meals and snacks
- B1.4 identify foods and beverages that contribute to the healthy development of teeth
  
- B2.1 identify reasons why alcohol and tobacco are unsafe for children
  
- B3.1 identify and practise strategies for protecting their sense organs
- B3.2 identify and practise ice and water safety precautions
- B3.3 demonstrate a knowledge of safety practices in the home
- B3.4 demonstrate an awareness of their right to protect themselves from abusive situations and identify strategies for doing so
- B3.5 demonstrate that they are able to use the 911 emergency service
- B3.6 describe what to do when lost in the woods
  
- B4.1 identify community-wide strategies for preventing childhood diseases and compare the prevalence of these diseases in Canada with other countries
  
- B5.1 demonstrate strategies for dealing with stressful situations
  
- B6.1 identify and practise safe food-handling strategies

## General Curriculum Outcomes    Specific Curriculum Outcomes

*Students will be expected to*

- B7.1 participate in a broad range of physical activities they enjoy
- B7.2 assess levels of physical activity
- B7.3 demonstrate an awareness of the role of fitness in self-esteem

### Values and Practices for Healthy Living

GCO C: Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

- C1.1 identify ways they can contribute to the needs of their families
- C1.2 demonstrate an awareness of the way family ties and identities extend across generations
- C2.1 identify community groups and services that support healthy active living
- C3.1 demonstrate an awareness of the effect of human behaviour on their immediate natural environment
- C4.1 demonstrate an awareness of conditions in the environment that support the healthy growth of plants
- C4.2 demonstrate an awareness of ways they can contribute to the health of the natural environment
- C5.1 demonstrate an awareness of services and facilities provided for people with diverse needs in their community

### Strategies for Positive Personal Development and Healthy Relationships

GCO D: Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

- D1.1 identify ways in which they are both like and unlike others
- D1.2 identify ways to balance the need for friendship and acceptance with the need to make their own decisions
- D2.1 demonstrate thoughtful and caring behaviours at school and at home
- D2.2 demonstrate an awareness of gender-related issues in the classroom and school
- D3.1 demonstrate an awareness of peer support and influence
- D4.1 identify and apply decision-making strategies
- D4.2 identify and examine common reasons some people make potentially harmful lifestyle choices

# Mathematics

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO A: Students will demonstrate number sense and apply number theory concepts.

- A1 compare and order whole numbers to thousands
- A2 estimate the size of numbers to the nearest ten or hundred
- A3 use simple fractions to describe situations
- A4 demonstrate an understanding of base-10 groupings (units, tens, hundreds, thousands)
- A5 record, model, and interpret numbers up to and including the thousands
- A6 read numbers in several ways
- A7 extend the place-value system to model and record numbers involving tenths
- A8 order and compare decimals to tenths

GCO B: Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.

- B1 recognize several meanings for multiplication
- B2 recognize several meanings for division
- B3 recognize the relationship between multiplication and division
- B4 solve and create problems involving addition and/or subtraction
- B5 solve and create problems involving multiplication and division with small numbers
- B6 add and subtract with and without regrouping (up to and including three-digit numbers)
- B7 recognize principles of multiplication and division
- B8 relate multiplication and division facts
- B9 continue to estimate in addition and subtraction situations
- B10 begin to estimate in multiplication and division situations
- B11 mentally add and subtract two-digit and one-digit numbers
- B12 mentally add and subtract rounded numbers
- B13 use technology to solve problems involving larger numbers

GCO C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.

- C1 recognize the pattern implicit in the place-value system
- C2 recognize and create geometric patterns
- C3 use and recognize the patterns in a multiplication table
- C4 record a repeated addition pattern using multiplicative notation
- C5 recognize the meaning of open sentences of the forms:
  - $a \times b = \square$
  - $a \times \square = c$
  - $\square \times b = c$

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

GCO D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.

- D1 estimate and measure length in metres, decimetres, and centimetres
- D2 estimate and measure capacity in millilitres and litres
- D3 estimate and measure mass in grams and kilograms
- D4 estimate and measure area in non-standard units and square centimetres
- D5 solve problems involving kilometres
- D6 use appropriate units for capacity and mass
- D7 read digital and analog clocks to the nearest five minutes
- D8 continue to solve a wide variety of measurement problems

GCO E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.

- E1 continue their development of spatial sense with emphasis on perceptual constancy
- E2 recognize and represent angles that are less than/more than right angles
- E3 recognize, name, describe, and represent congruent angles and congruent polygons
- E4 recognize, name, describe, and represent kite, and some concave, convex, and regular polygons
- E5 recognize, name, describe, and represent different prisms and pyramids
- E6 cut and assemble net patterns for pentagonal and hexagonal prisms and pyramids
- E7 build skeletons of various prisms and pyramids to focus on edges and vertices
- E8 predict the results of combining triangles and/or quadrilaterals
- E9 find the lines of reflective symmetry of polygons
- E10 recognize, name, describe, and represent half and quarter turns of 2-D figures
- E11 recognize and identify various polygons, prisms, and pyramids in real-world contexts
- E12 make the connection for rectangles between the arrays of squares forming them and the describing of their dimensions

GCO F: Students will solve problems involving the collection, display, and analysis of data.

- F1 select appropriate strategies for collecting, recording, organizing, and describing relevant data
- F2 interpret and create pictographs in which each symbol represents more than one item
- F3 create bar graphs using simple scales
- F4 implement plans with respect to the collection of data

**General Curriculum Outcomes    Specific Curriculum Outcomes**

GCO G: Students will represent and solve problems involving uncertainty.

*Students will be expected to*

G1    predict and record results in experiments using spinners, coins, dice, coloured cubes, and other simple equipment

# Music

## General Curriculum Outcomes

GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

## Specific Curriculum Outcomes

*Students will be expected to*

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

**General Curriculum Outcomes      Specific Curriculum Outcomes**

GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.

*Students will be expected to*

- 5.1.1 explore a variety of influences on music that they and others create and present
- 5.1.2 explore and make connections between the personal circumstances of composers and their musical works

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

- 5.2.1 explore connections between music and other arts disciplines
- 6.1.1 respond to music with emphasis on tone set, articulation, texture, timbre and in tune part singing
- 6.1.2 share ideas and feelings about each others responses to music
- 6.2.1 describe their own and others' music making with emphasis on tone set, articulation, texture and timbre
- 6.3.1 explore different solutions and make choices during the music making process

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

- 7.1.1 explore the use of musical technologies of the past and present
- 7.2.1 identify sound sources and their expressive effects
- 7.3.1 experiment with available technologies for creating and making music

GCO 8: Students will be expected to analyse the relationship between artistic intent and the expressive work.

- 8.1.1 understand that there are many reasons for music making
- 8.2.1 demonstrate confidence in sharing ideas and feelings with others during their music making
- 8.3.1 describe in various ways their reasons for creating a particular piece of music

# Physical Education

## General Curriculum Outcomes

*Students will be expected to*

### Knowing

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

### Doing

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

### Valuing

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

## Specific Curriculum Outcomes

*Students will be expected to*

### Basic Movement

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

### Alternative Environments

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

### Dance

- experience dancing to a variety of music with varying tempos or speeds
- demonstrate an understanding of the origin of dances taught in class, and explore the cultures from which these dances originate
- experience using different body shapes and movements to creatively express the various qualities of effort (e.g., force, speed)
- perform locomotor and non-locomotor movements with a partner demonstrating different relationships (e.g., leading, following, mirroring)
- demonstrate ways to create a still life and slow motion representation of a symbol or picture of physical activity

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- perform dance sequences that focus on changes in direction, level, pathway, and shape (separately or combined)

**Educational Gymnastics**

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

**Skill Development**

- demonstrate using the inside of the foot to send and collect a ball
- move to catch an object in a small group (two on one keep away situation)
- demonstrate the ability to strike a suspended ball, using a forehand motion, with either a hand or a lightweight paddle
- send a ball along the ground and through the air with a body part and an implement to a stationary partner
- run and kick a ball that is moving slowly toward or away from him/her, using the instep
- use an overhand throw, so that the ball travels in different pathways in the air and covers different distances
- use dodging skills in a small group situation using a soft, lightweight object
- use a variety of objects (balls, beanbag) to practise throwing at a target
- recognize that skill development requires practice
- dribble a ball, using the hands or feet
- strike a ball with a bat from a tee or cone, using a correct grip and side orientation

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**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- strike a ball repeatedly using different body parts and implements
- demonstrate an understanding of the significance of boundaries used in various activities
- demonstrate an understanding of the different roles in various game situations
- create a sequence using a variety of rope swings
- demonstrate ways to skip with a rope, forward and backward
- perform a variety of single-rope skipping skills
- demonstrate and perform the continuous turning of a long rope with a partner
- demonstrate the ability to enter and exit a moving long rope
- demonstrate ways to kick a ball at a small target (foot, leg)

# Science

## General Curriculum Outcomes

### STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

### Skills

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

### Attitudes

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

## Specific Curriculum Outcomes

*Students will be expected to*

### Life Science: Plant Growth and Changes

#### Investigating Germination and Growing Conditions for Plants

- place seeds in groups according to one or more attributes (202-2)
- ask questions to investigate related to growing conditions for plants (200-1)
- make predictions about which conditions will be the best for plant growth (200-3)
- make and record relevant observations and measurements of plant growth during their investigations (201-5)
- construct and label bar graphs that show plant growth under different conditions (202-4)
- draw inferences that identify and investigate life needs of plants and describe how plants are affected by the conditions in which they grow (100-29)
- identify and describe parts of plants and their general function (100-28, 203-2)
- identify and suggest explanations for patterns and discrepancies in the growth rate of similar plants grown in varying conditions (202-5)

#### The Life Cycle of a Plant

- observe and describe changes, using written language, pictures, and charts, that occur through the life cycle of a flowering plant (100-30, 201-5)
- estimate measurements of the plant as it grow (201-6)

#### Uses for Plants

- describe ways in which plants are important to living things and the environment (102-12)
- identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished (102-13)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- respond to the ideas and actions of others and acknowledge their ideas about the uses and replenishing of plants (203-5)

**Earth and Space Science: Exploring Soils****Investigating Soils Composition**

- ask questions and make predictions that lead to exploration and investigation about the composition of soil (200-1, 200-3)
- explore and describe a variety of soils and find similarities and differences among them (100-36)
- investigate and describe soil components using appropriate tools such as spoons, magnifying glasses, jars, and filters (100-37, 201-3)
- make and record observations and measurements in investigations related to soil composition (201-5)
- propose an answer to initial question related to soil composition based on their investigations (202-7)

**Water Absorption of Soils**

- describe the effect of moisture on characteristics of the soils (100-38a)
- make predictions about the absorption of water by different types of soil that lead to exploration and investigation (200-3)
- compare the absorption of water by different soils (100-38b)
- construct and label bar graphs to show the amount of water absorbed by the different soil samples (202-4)
- place containers of soil in order of their ability to absorb water (202-2)
- communicate procedures and results of investigations related to test water absorption of soils, using drawings, demonstrations, and/or written and oral descriptions (203-3)

**Moving Water and Soil**

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

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

**Interactions of Living Things and Soils**

- investigate and describe how living things affect and are affected by soils (100-35)
- identify and use a variety of sources of science information to gather information about how living things affect and are affected by soils (201-7)

**Technological Products and Processes Related to Soil**

- demonstrate and describe ways of using earth materials to make useful objects (101-12)
- communicate questions, ideas, and intentions while using earth materials to make useful objects (203-1)

**Physical Science: Invisible Forces****Magnetic Forces**

- investigate to identify and group materials that can be magnetized and materials that are attracted by magnets, and distinguish these from materials that are not attracted to magnets (100-31, 202-2)
- investigate the polarity of a magnet, determine the orientation of its poles, and demonstrate that opposite poles attract and like poles repel (100-32)
- follow a simple procedure where instructions are given one step at a time to increase and test the strength of a temporary magnet by stroking it or storing it next to a stronger magnet (201-1)
- identify problems to be solved related to magnetizing materials (200-2)
- identify familiar uses of magnets (102-14)
- make predictions about the number of objects that can be picked up by a magnet under different conditions (200-3)
- make and record relevant observations in investigations on the number of objects that can be picked up by a magnet under different conditions, and use the observations to make inferences/predictions, based on the observed pattern(s) (200-3)
- identify conditions that affect the force of magnets (100-33, 201-5)
- propose answers to questions raised related to magnetizing materials (202-7)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- in co-operative groups, construct and evaluate a toy that is moved by attractive or repulsive magnetic forces (201-3, 202-8, 203-5)

**Electrostatic Forces (Forces Arising from Static Electricity)**

- describe and demonstrate ways to use everyday materials to produce static electric charges, and describe how charged materials interact (attract, repel) (101-8, 203-3)
- identify materials to be used to investigate conditions affective the force of static electricity, and suggest ways to use them in their investigations (202-7)
- make and record relevant observations in investigations related to identify conditions that affect the force of static electricity, and draw simple conclusions that identify these conditions (100-33, 201-5, 202-7)
- identify new questions from what has been learned about static electricity (202-9)
- describe examples of the effects of static electricity in their daily lives, and identify ways in which static electricity can be used safely or avoided (102-15)

**Physical Science: Materials and Structures****Proposing Solutions to Building Challenges**

- identify problems to be solved while creating structures (200-2)
- describe the properties of some common materials, and evaluate their suitability for use in building structures (100-34)
- investigate ways to join materials and identify the most appropriate methods for the materials to be joined (101-11)
- identify shapes that are part of natural and human-built structures, and describe ways these shapes help provide strength, stability, or balance (102-16)
- identify materials that could be used to solve the problem posed, and suggest a plan for how they will be used (200-5)

**Creating Solutions to Structural Challenges**

- safely use appropriate tools for cutting, shaping, making holes, and assembling materials (101-10, 201-3)

**General Curriculum Outcomes    Specific Curriculum Outcomes**

*Students will be expected to*

- follow given safety procedures and rules while constructing structures and explain why they are needed (201-8)
- estimate measurements in order to select the required materials for the structure (201-6)
- manipulate materials purposefully in order to create the structure (201-2)
- respond to the ideas of partners while constructing the structure, acknowledge their ideas and contributions, and make changes in the structure as deemed necessary (203-5)

**Evaluating the Structural Solution**

- test the strength and stability of personally build structures, and identify ways of modifying a structure to increase its strength, stability, form, and function (101-9, 202-8)
- identify materials or parts of a structure that failed and suggest why (202-5)
- evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment (102-17)
- illustrate their construction process, using drawings with explanations, demonstrations, and written and/or oral descriptions, and describe the structures and components of structures they have built (203-2, 203-3)

# Social Studies

## General Curriculum Outcomes

### Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

### Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

### Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

### Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

### People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

### Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

## Specific Curriculum Outcomes

NOTE: The specific curriculum outcomes for social studies listed below are draft outcomes as of September 2003, developed through APEF. They are provided for your information only. Until this new curriculum is field-tested, piloted, and implemented, the current curriculum is to be followed.

### Conceptual Organizer: Provincial Identity

*Students will be expected to*

#### Unit One: Place

- 3.1.1 identify and locate their province in the Atlantic region, Canada, North America, and the world
- 3.1.2 identify and describe major physical features, climates, and vegetation of their province and region (Atlantic Canada)
- 3.1.3 demonstrate an understanding of where people live and how people make a living in their province

#### Unit Two: Peoples

- 3.2.1 recognize that people living in their province have diverse cultural backgrounds and contribute to the cultural diversity of their province
- 3.2.2 recognize that all cultural groups within their province value ideas, actions, traditions, and beliefs
- 3.2.3 identify and take actions to promote positive interactions between people

#### Unit Three: Citizenship

- 3.3.1 recognize that in their province people organize themselves into governments to meet needs and wants
- 3.3.2 demonstrate an understanding of the rights and responsibilities of citizens in a democracy
- 3.3.3 take age-appropriate action to practice responsible citizenship

#### Unit Four: Heritage

- 3.4.1 demonstrate an understanding that many individuals, groups, and events have contributed to the development of their provincial identity throughout its history

# Visual Arts

## General Curriculum Outcomes      Specific Curriculum Outcomes

*Students will be expected to*

### **Making**

GCO 1: Students will explore and manipulate a range of materials, demonstrating an ability to express themselves.

1.1.1 express personal feelings, ideas and understandings through art-making

1.2.1 use various materials and processes exploring possibilities and limitations

1.3.1 use a combination of the visual elements and principles of art and design in art-making

GCO 2: Students will use a range of independent and collaborative art-making strategies.

2.1.1 work individually and with others throughout the creative art-making process

### **Looking**

GCO 3: Students will examine a broad range of artworks through time and cultures.

3.1.1 demonstrate an awareness of a broad variety of art forms

3.2.1 demonstrate an appreciation of art in world cultures

3.3.1 describe a variety of reasons for which people create art

3.4.1 explore images using technology

GCO 4: Students will interact with sensitivity to and respect for their own artwork and that of others.

4.1.1 celebrate with pride and respect their own work and that of others

4.2.1 share thoughts and ideas about artworks

4.3.1 recognize that there are many ways of perceiving and knowing

### **Reflecting**

GCO 5: Students will bring personal meaning to artwork and communicate their discoveries.

5.1.1 recognize art as a way of expressing ideas and points of view

5.2.1 ask questions about and respond to art in various ways

5.3.1 develop an awareness of cultural/historical influences on artworks and the lives of artists

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**General Curriculum Outcomes    Specific Curriculum Outcomes**

GCO 6: Students will demonstrate an awareness and appreciation of art as a lifelong process.

*Students will be expected to*

6.1.1 demonstrate sensitivity towards the natural and built environment

6.2.1 investigate the role of the media

6.3.1 investigate art and artists within their community