

GRADE 3 – LEARNING OUTCOMES

LANGUAGE ARTS

Updated December 2011

Oral Language (Speaking and Listening)	
Can you share ideas relevant to group activities and discussions (e.g. structured A/B partners, informal partner-talk, brainstorming, etc.)?	
Can you speak and listen to respond to the needs of others, considering verbal and nonverbal cues (e.g. tone, inflection, facial expression)?	
Can you discuss and present ideas and information that is understandable and generally complete (e.g. states a clear topic, is logically sequenced, includes some explanations, examples, or details)?	
Can you explain own viewpoint and give reasons?	
Can you use tone, volume, pace, intonation, and gesture to enhance meaning?	
Can you provide a beginning, middle, and an end, including concrete details that develop a central idea?	
Can you plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, and tone?	
Can you identify and retell main ideas and supporting details?	
Can you follow oral instructions and demonstrations to complete multi step tasks (e.g. simple science experiment, recipes)?	
Can you demonstrate attentive listening in nonverbal ways (e.g. nod to show agreement, show responsive facial expressions)?	
Can you balance role of self as speaker and listener, and follow the rules of conversation?	
Can you identify topic, audience, and purpose for your oral presentations?	
Can you ask and answer questions to focus topics or identify need for further information?	
Can you organize information and ideas chronologically or around major points of information (e.g. use graphic organizers, generate research questions, and collect information)?	
Can you use your prior knowledge and understanding of a topic to make reasonable predictions?	
Can you retell, paraphrase, and explain what has been said by a speaker?	
Can you use specific vocabulary when describing events or aspects of texts?	
Can you make inferences about characters' feelings or the story problem?	
Can you select a personally significant idea or item and explain its importance?	
Can you ask a question and speculate about new possibilities (e.g., "I wonder if...", "What would happen if...")?	
Can you compare your own predictions and opinions with those of others?	
Can you describe the essence of the author's message?	
Can you state an achievable goal for future speaking and listening, with adult support?	
During presentations, can you stay on topic, sequence ideas in meaningful ways, and include a beginning, middle, and end?	
Can you use a variety of statements, commands, and questions (may make a few errors, but these do not interfere with meaning)?	
Can you speak with subject-verb agreement, and use pronouns, adjectives, compound words and articles correctly?	
Can you use past, present, and future tenses properly?	
Can you use a variety of simple ordering or connecting words to link ideas in your speech (e.g.	

but, because, who, first, finally)?	
Can you self-correct most errors of syntax?	
Can you speak clearly and audibly (e.g., pronounce familiar words correctly? (May stumble over newly acquired vocabulary.)	
Can you demonstrate knowledge of root words, compound words, and syllabication?	
Can you identify and effectively use common prefixes, suffixes, and word endings?	
Can you follow a simple rhythmic pattern when reciting a poem (e.g. a rap, limerick, or verse used to skip rope)?	
Can you recognize obvious alliteration in songs, chants, stories, or poems?	
Can you begin to identify some idiomatic expressions and their meanings and purposes (e.g. "it's raining cats and dogs.")?	
Reading and Viewing	
Can you summarize major points from fiction and retell events in the correct general sequence?	
Can you make inferences (e.g. about characters or situations)?	
Can you read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing?	
Can you use a variety of print and electronic reference sources (e.g. dictionaries and glossaries)?	
Can you use relevant details in answers and explanations (e.g. skim and scan text to find details)?	
Can you follow written procedures (e.g. carry out a simple experiment, follow task cards as part of a station's activity)?	
Can you read and reread independently for a sustained period daily (20 to 30 minutes)?	
Can you identify the main ideas?	
Can you write down and share what you already know about a topic or idea (e.g. using organizers)?	
Can you make logical predictions about content based on understanding of story structure and prior knowledge?	
Can you identify a variety of sources to locate information about a topic (e.g. encyclopedias, trade books, internet), with teacher/parent support?	
Can you check predictions, confirm, and revise predictions based on information from reading and viewing?	
Can you use knowledge of prefixes and suffixes to determine word meaning?	
Can you discuss and summarize what you have read or viewed, at intervals and at the end?	
Can you use self-correcting strategies such as rereading, skimming, or reading ahead to locate information or clarify meaning when a passage is not making sense?	
Can you use graphic organizers to record information (e.g. T-chart, key words, "five things I learned")?	
Can you write a response to demonstrate and develop comprehension?	
Can you talk about relationships between yourself and texts (e.g. characters and situations)?	
Can you discuss your favourite texts?	
Can you distinguish between fact and opinion in texts?	
Can you identify common characteristics between fictional texts and between information texts?	
Can you analyse a story in terms of cause and effect and draw conclusions?	
Can you identify the strategies that good readers/viewers use before, during, and after reading and viewing?	
Can you use vocabulary such as plot, conflict, theme, character, setting, imagery, simile, rhyme, rhythm, alliteration, punctuation, glossary, index, word order, scrolling, and indenting to talk about reading and viewing?	
Can you identify rhythmic patterns in simple poems?	
Can you identify and explain the characteristics of a strong persuasive piece?	
Writing and Representing	
Can you create a variety of types of personal writing and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, which may include impromptu writing) that demonstrate the following criteria:	

<ul style="list-style-type: none"> - makes sense, and develops related ideas, images, or feelings - may be several paragraphs - includes pictures and text working harmoniously to enhance the topic, but writing can be understood without visual support - includes some sentences that read smoothly while others do not - includes sentences that start in a variety of ways - features new and different words to describe feelings, opinions, and ideas - evidences an emerging voice that expresses individuality and personal connections to text or experiences <ul style="list-style-type: none"> - shows attempts to emulate the style of authors - use genre or form appropriate to purpose and audience - use text structures appropriate to form or genre - demonstrates increasingly smooth transitions between ideas <ul style="list-style-type: none"> - includes some successful use of paragraphs <p><u>-may include a variety of connecting words to combine ideas and indicate comparisons ?</u></p>	
<p>Can you create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, which may include impromptu writing) that demonstrate the following criteria?</p> <ul style="list-style-type: none"> - makes sense and explains information - includes a focused topic that is clear and coherent - includes information that is accurate and complete - includes visuals and text that work jointly to support the topic - evidence language that is clear and natural - includes complete sentences, and most read smoothly - includes a variety of sentence types, lengths, and structures such as simple and compound; may attempt complex - features the use of paragraphs with some degree of success - shows understanding of the topic through personal experience and/or research - shows a sense of audience or consideration for the reader - use genre or form appropriate to purpose and audience - use text structures appropriate to form or genre - contains a variety of carefully chosen connecting words to combine ideas and to indicate comparisons, sequence, and describe cause and effect relationships - includes visual information (e.g., illustrations, diagrams) that is clear and relevant to the written text - features a title that captures the main idea - evidences attempts to develop effective leads and endings ? 	
<p>Can you create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that demonstrate the following criteria:</p> <ul style="list-style-type: none"> - makes sense and focuses on a central idea, image, or mood - contains descriptions enhanced through sensory detail - features a topic that shows imagination and may be original - may be made up of several paragraphs - may include pictures to enhance the main ideas but visuals are not necessary for comprehension - is beginning to emulate the style of authors - contains a variety of sentence types and patterns, lengths, and structures such as simple, compound, and sometimes complex - features sentences that are complete and usually read smoothly - uses some figurative language to create descriptive images - shows emerging individuality in your writing style - captures a mood - shows a sense of audience and attempts to make an impact - use genre or form appropriate to purpose and audience - use text structures appropriate to form or genre - feature a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - develops a complete plot with characters, setting, problems, events, and resolutions, when in story form 	

<ul style="list-style-type: none"> – shows an attempt to follow a poetic form, but stanzas may not have a logical division – features a thoughtful and effective title ? 	
Can you set a purpose for the writing and representing and identify an audience (e.g. writing a personal memoir to share with reading buddy, writing an announcement for a newsletter)?	
Can you generate ideas for writing and select a topic of personal connection (e.g. engage in brainstorming sessions and partner talk, examine models of good literature/graphics)?	
Can you narrow the topic to a manageable size (e.g., “All About Soccer” narrowed to “How to Score a Goal”)?	
Can you use appropriate print and electronic reference material to find additional information on a topic?	
Can you create variety in sentence structures and patterns to develop sentence fluency (e.g. sentences of different types and lengths)?	
Can you use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)?	
Can you begin to revise and edit as the writing is created?	
Can you engage in editing a piece of writing independently or with a peer (e.g., use a proofreading guide independently or with a buddy, read work aloud, check spelling by referring to word walls and dictionaries, check punctuation, check that the text has appropriate visual features)?	
Can you share and publish selected texts (e.g. TLA newsletter, personal portfolio)?	
Can you respond in writing or representing by expressing feelings or thoughts about experiences and texts (e.g., something you have read, heard, or viewed; a field trip experience; information from a guest speaker, film, or science experiment)?	
Can you reorganize information from one form to another (e.g. rewrite the plot from one of the character’s viewpoint, turn a poem into a collage, etc)?	
Grammar and Usage Can you use simple and compound sentences? Can you use paragraphs, (but divisions may be inconsistent)? Can you use correct tenses in simple and compound sentences? Can you ensure subjects and verbs agree? Can you use pronouns correctly? Can you use past and present tenses?	
Punctuation and Capitalization Can you use periods, questions marks, or exclamation marks at the end of sentences? Can you use commas in a series, dates, addresses, and locations? Can you use apostrophes for common contractions and possessives? Can you use capital letters appropriately in titles of books and stories? Can you use quotation marks, (although often inconsistently)?	
Vocabulary and Spelling Can you use conventional Canadian spelling for familiar and frequently used words? (May use invented spelling of complex, technical, or specialized words.) Can you use spelling patterns and strategies, such as phonic knowledge or invented spelling, when writing regular three-syllable words, irregular plurals, and unknown words? Can you identify frequently misspelled words, and develop strategies for learning to spell them correctly (spelling rules)? Can you use newly acquired vocabulary in writing to produce a variety of effects?	
Presentation Can you print legibly and begin to show proper alignment, shape, and slant for cursive writing? Can you appropriately space written work? Can you ensure formatting consistency if word processing? Can you ensure headings and titles are clear and helpful for a reader? Can you use illustrations, charts, and diagrams to support the text?	

ARITHMETIC/MATHEMATICS

Number Concepts	
Can you extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point?	
Can you extend a given skip counting sequence by 3s and 4s, forward and backward, starting at a given multiple of 3 or 4?	
Can you extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25?	
Can you identify and correct errors and omissions in a given skip counting sequence?	
Can you determine the value of a given set of coins (nickels, dimes, quarters, loonies) by using skip counting?	
Can you identify and explain the skip counting pattern for a given number sequence?	
Can you read a given number word (0 to 1000)?	
Can you represent a given number as an expression (e.g. $300 - 44$ for 256 or $20 + 236$)?	
Can you represent a given number using manipulatives, or pictorially?	
Can you write number words for given multiples of ten to 90?	
Can you write number words for given multiples of a hundred to 900?	
Can you 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), by using a number line, or by making references to place value?	
Can you create as many different 3-digit numerals as possible, given three different digits; place the numbers in ascending or descending order?	
Can you identify errors in a given ordered sequence?	
Can you identify missing numbers or errors in parts of a given hundred chart?	
Can you estimate the number of groups of ten and hundreds in a given quantity using 10 as a referent (known quantity)?	
Can you record, in more than one way, the number represented by given proportional and non-proportional concrete materials?	
Can you 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)?	
Can you add two given 2-digit numerals using a mental mathematics strategy and explain or illustrate the strategy?	
Can you apply a mental mathematics strategy for adding two given 2-digit numerals?	
Can you subtract two given 2-digit numerals using a mental mathematics strategy and explain or model the strategy used?	
Can you apply a mental mathematics strategy for subtracting two given 2-digit numerals?	
Can you create an addition or subtraction story problem for a given solution?	
Can you determine the sum of two given numbers using a personal strategy (e.g. for $326 + 48$, record $300 + 60 + 14$)?	
Can you determine the difference of two given numbers using a personal strategy (e.g. for $127 - 38$, record $38 + 2 + 80 + 7$ or $127 - 20 - 10 - 8$)?	
Can you solve a given problem involving the sum or difference of two given numbers?	
Can you describe a mental mathematics strategy that could be used to determine a given basic fact, such as doubles, making 10, fact families, etc.?	
Can you provide a rule for determining answers for adding and subtracting zero?	
Can you recall basic addition facts to 18 and related subtraction facts to solve problems?	
Can you create and illustrate a story problem for a given number sentence (e.g. given 2×3 , create and illustrate a story problem)?	
Can you represent, concretely or pictorially, equal groups for a given number sentence?	
Can you represent a given multiplication expression using an array?	
Can you create an array to model the commutative property of multiplication?	
Can you relate multiplication to division by using arrays and writing related number sentences?	
Can you solve a given problem in context involving multiplication?	
Can you identify events from experience that can be described as equal sharing?	
Can you illustrate, with counters or a diagram, a given story problem involving equal	

grouping, presented orally or through shared reading, and solve the problem?	
Can you listen to a story problem, represent the numbers using manipulatives, or a sketch and record the problem with a number sentence?	
Can you create and illustrate with counters, a story problem for a given number sentence (e.g., given $6 \div 3$, create and illustrate a story problem)?	
Can you relate division to multiplication by using arrays and writing related number sentences?	
Can you identify common characteristics of a given set of fractions?	
Can you describe everyday situations where fractions are used?	
Can you 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?	
Can you represent a given fraction concretely or pictorially?	
Can you name and record the fraction represented by the shaded and non-shaded parts of a given region?	
Can you model and explain the meaning of numerator and denominator?	
Patterns and Relations (Patterns)	
Can you describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues?	
Can you identify the pattern rule of a given increasing pattern and extend the pattern for the next three terms?	
Can you locate and describe various increasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns?	
Can you compare numeric patterns of counting by 2s, 5s, 10s, 25s, and 100s?	
Can you solve a given problem using increasing patterns?	
Can you describe the strategy used to determine missing elements in a given increasing pattern?	
Can you describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues?	
Can you identify the pattern rule of a given decreasing pattern and extend the pattern for the next three terms?	
Can you create a concrete, pictorial, or symbolic decreasing pattern and describe the pattern rule?	
Can you identify and describe decreasing patterns in the environment?	
Can you identify and apply a pattern rule to determine missing elements for a given pattern?	
Can you describe the strategy used to determine missing elements in a given decreasing pattern?	
Can you create an addition or subtraction equation with one unknown to represent a given combination or separation action?	
Can you provide an alternative symbol for the unknown in a given addition or subtraction equation?	
Shape and Space (Measurement)	
Can you identify activities that can or cannot be accomplished in minutes, hours, days, months, and years?	
Can you determine the number of days in any given month using a calendar?	
Can you solve a given problem involving the number of minutes in an hour or the number of days in a given month?	
Can you create a calendar that includes days of the week, dates, and personal events?	
Can you provide a personal referent for one centimetre and explain the choice?	
Can you provide a personal referent for one metre and explain the choice?	
Can you match a given standard unit to a given referent?	
Can you estimate the length of an object using personal referents?	
Can you determine and record the length and width of a given 2-D shape?	
Can you determine and record the length, width, or height of a given 3-D object?	
Can you draw a line segment of a given length, using a ruler?	
Can you sketch a line segment of a given length without using a ruler?	
Can you provide a personal referent for one gram and explain the choice?	
Can you provide a personal referent for one kilogram and explain the choice?	
Can you explain the relationship between 1000 grams and 1 kilogram using a model?	

Can you determine and record the mass of a given 3-D object?	
Can you measure, using a scale, and record the mass of given everyday objects using the units g and kg?	
Can you provide examples of 3-D objects that have a mass of approximately 1g, 100g, and 1kg?	
Can you determine the mass of two given similar objects with different masses and explain the results?	
Can you measure and record the perimeter of a given regular shape, and explain the strategy used?	
Can you construct a shape for a given perimeter (cm, m)?	
Shape and Space (3-D objects and 2-D Objects)	
Can you identify the faces, edges, and vertices of given 3-D objects, including cubes, spheres, cones, cylinders, pyramids, and prisms?	
Can you identify the shape of the faces of a given 3-D object?	
Can you determine the number of faces, edges, and vertices of a given 3-D object?	
Can you construct a skeleton of a given 3-D object and describe how the skeleton relates to the 3-D object?	
Can you sort a given set of 3-D objects according to the number of faces, edges, or vertices?	
Can you identify given regular and irregular polygons having different dimensions and orientations?	
Statistics and Probability (Data Analysis)	
Can you record the number of objects in a given set using tally marks?	
Can you determine the common attributes of line plots by comparing line plots in a given set?	
Can you organize a given set of data using tally marks, line plots, charts, or lists?	
Can you collect and organize data using tally marks, line plots, charts, and lists?	
Can you answer questions arising from a given line plot, chart, or list?	
Can you answer questions using collected data?	
Can you determine the common attributes, title and axes, of bar graphs by comparing bar graphs in a given set?	
Can you create bar graphs from a given set of data including labeling the title and axes?	
Can you solve problems by constructing and interpreting a bar graph?	

SOCIAL STUDIES

Skills and Processes of Social Studies	
Can you ask relevant questions to clarify and define a selected problem or issue?	
Can you demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue?	
Can you compare, classify, and identify patterns in information about a selected problem or issue?	
Can you consider advantages and disadvantages of a variety of solutions to a problem or issue?	
Can you show a willingness to consider diverse points of view?	
Can you distinguish between fact and opinion on a selected problem or issue?	
Can you recognize that symbols are used to represent concrete and abstract ideas (e.g. the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province, a dove represents peace)?	
Can you identify the significance of symbols and colours on maps (e.g. colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)?	
Can you interpret information on simple maps using cardinal directions, symbols, and legends?	
Can you create simple maps to represent your own community and one or more other communities within BC and Canada?	
Can you use simple map grids (e.g. letter-number co-ordinates) to identify specific locations?	
Can you gather information on a topic from more than one source (e.g. book, magazine, web	

site, interview)?	
Can you apply strategies for information gathering (e.g. using headings, indices, table of contents)?	
Can you record information from various sources, demonstrating appropriate strategies for note taking (e.g. key words, main ideas, point form, etc.)?	
Can you cite your information sources appropriately (e.g. simple bibliography)?	
Can you use examples to show that events happen in chronological sequence (e.g. last month, yesterday, today, tomorrow, next month)?	
Can you organize and present information in chronological order (e.g. before, now, later, past, present, future)?	
Can you create a presentation on a selected topic, using simple interpretations from personal experiences, oral sources and visual and written sources?	
Can you organize relevant information for a presentation?	
Can you deliver an engaging presentation on your topic?	
Identity, Society, and Culture	
Can you give examples of challenges faced by communities (e.g. natural disasters, climate, resource use and availability, decision making)?	
Can you conduct research (e.g. interview an elder, visit a museum) to identify changes that have occurred in that community?	
Can you give examples of traditions and practices that have endured over time in communities studies?	
Can you make simple predictions about how communities might change in the future (e.g. new stores, playgrounds, roads)?	
Can you give examples to explain how identities are shaped by living in Canada as well as living in a particular region, province or territory?	
Can you describe characteristics of daily life in communities studied (e.g. housing, tools, work, use of the land, games, education)?	
Can you use specific examples to demonstrate knowledge that all members of communities have roles and responsibilities in common?	
Can you create a personal representation of what “community” means to them?	
Can you give examples of how culture is reflected in daily life?	
Can you give examples of cultural diversity within your own or other communities?	
Can you compare life in your own community to life in other communities studied?	
Can you demonstrate knowledge that Aboriginal groups constituted Canada’s original communities?	
Can you give examples of how diverse cultural influences are represented in Cdn. society?	
Can you create a representation (e.g. poster, collage, diorama, etc) to communicate information about a selected culture in Canada?	
Can you show on a map of the world the countries of origin of various groups who have come to Canada as immigrants?	
Can you identify the significance of symbols of BC and their local community (e.g. flag, floral emblem, bird, coat of arms)?	
Governance	
Can you give examples of community issues on which there are differing points of view (e.g. spending community funds)?	
Can you suggest reasons why groups and communities may experience conflict?	
Can you suggest ways to resolve conflict in groups to maintain the well-being of the school and community (e.g. meetings, mediation)?	
Can you recognize voting and participation in other forms of community decision-making as a right and a responsibility in democratic societies?	
Can you give examples of leadership in your communities (e.g. mayor, town councillor, chief, elders, community volunteers) and identify their meeting places?	
Can you describe the services provided by the local governments (e.g. police, firefighting, traffic control, garbage removal)?	
Can you list issues relevant to your local community (e.g. crosswalks, bike paths, playgrounds, sports complexes)?	

Economy and Technology	
Can you recognize that communities have diverse ways of meeting their members' needs and wants?	
Can you show an awareness of how work done by one person in a community benefits others?	
Can you describe how and why communities exchange goods and services?	
Can you give examples of how the natural environment influences work in communities studied?	
Can you list and describe ways in which people can acquire goods and services (e.g. pay, borrow, rent, trade, etc.)?	
Can you compare contemporary forms of exchange with those used in pioneer communities?	
Can you select a specific technology and describe how life might be different without it?	
Can you compare technologies used in past and present communities in areas such as transportation, communication, clothing, food productions, shelter, recreation and entertainment?	
Human and Physical Environment	
Can you label maps of BC and Canada to show major landforms and bodies of water, including St. Lawrence, Great Lakes, Fraser River, Queen Charlotte Is., Canadian Shield, and Hudson Bay?	
Can you label a map to show locally relevant landforms and bodies of water (e.g. bays, straits, inlets, gulfs, beaches, peninsulas, mtn. ranges, valleys, plains, marshes, rivers, lakes, islands)?	
Can you identify significant landforms and bodies of water in selected communities studied?	
On a map, can you identify all the provinces and territories of Canada with their capital cities?	
Can you create a mural, model, chart, map or other representation about a selected province or territory (e.g. depicting relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms)?	
Can you give examples of how symbols of Canada's provinces or territories may reflect their physical characteristics (e.g. mtns. on Alberta's flag, waves on BC's flag)?	
Can you identify a locally relevant environmental issue (e.g. pollution, loss of habitat for wildlife)?	
Can you describe how to participate in activities to address a local environmental issue (e.g. park or beach clean up, adopt a street, recycling)?	
Can you provide specific examples of how the physical environment influenced human activities in a selected community in the past (e.g. clothing, shelter, transportation, settlement patterns)?	
Can you give examples of how natural resources were used in daily life in early settlements in their local community of another community studied?	

SCIENCE

Processes of Science	
Can you ask a question specific to the content elements (e.g. "I wonder...?", "What causes...?", "What do I need to use...?")?	
Can you ask questions that demonstrate a range of thinking skills (e.g. "What happens if...?", "Can I find a way to ...?")?	
Can you correctly use standard or non-standard units where appropriate (e.g. metre stick or hand spans) to develop quantitative descriptions?	
Can you accurately record observations using charts and diagrams to report results of measurements?	
Can you apply appropriate scales for several events (e.g. day, night, seasons, etc.)?	
Life Science: Plant Growth and Changes	
Can you classify several types of familiar plants and explain the sorting method, with support?	
Can you accurately illustrate the life cycle of a flowering plant?	

Can you identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant?	
Can you conduct experiments to compare conditions needed for healthy plant growth (e.g. water, light, soil)?	
Can you identify the needs of common plants and animals, and provide a detailed description as to how they meet those needs?	
Can you illustrate ways that plants and animals depend on each other, using drawings, graphs, Charts, and/or Venn diagrams?	
Can you prepare a detailed report on ways plants are important to the environment, giving examples?	
Can you identify and illustrate different methods of harvesting?	
Can you research and report on how BC Aboriginal peoples use plants for food, medicine and products?	
Physical Science: Materials and Structures	
Can you identify domes, triangles, arches, pyramids, cylinders in natural and human-built structures?	
Can you illustrate local structures using detailed diagrams and accurately sort their characteristics (e.g. shapes, components)?	
Can you describe and demonstrate construction techniques (eg. joint-construction, strengthening and stabilizing) using given materials?	
Can you conduct a variety of experiments to test and compare the strength of different structures (e.g. arches, domes, and triangles)?	
Can you accurately measure and report the effects of various forces (e.g. compression, tension, load) on different structures?	
Can you identify several techniques for improving strength and stability (e.g. reinforcing, bundling, bracing)?	
Can you describe and apply a variety of material-strengthening techniques and methods to improve the design and stability of a given structure (e.g. build a bridge or tower that supports a given load)?	
Earth and Space Science: Stars and Planets	
Can you prepare a detailed report on the unique features of the planets, asteroids, comets, the Sun, and moon(e.g. location, size, temperature, appearance, length of day)?	
Can you illustrate the solar system (the Sun, nine planets, moons, asteroids, comets, and meteors) using accurate drawings, diagrams, collages, models, electronic presentations, and/or group role play)?	
Can you complete a detailed model, with explanations, showing that the Sun is the centre of the solar system, and that it is the source of energy for the Earth?	
Can you identify and accurately label the name of constellations on a constellation map?	
Can you create a chart that records how constellations change position in the sky at different times of the year?	
Can you generate specific questions in response to an Aboriginal story focusing on celestial objects (e.g. stars, moon, planets, comets, eclipses) and illustrate answers using detailed drawings?	
Can you write your own stories, complete with picture, on a celestial object (e.g. how the moon came to be; why the sun is so hot)?	

FINE ARTS

Dance	
Can you move expressively to a variety of sounds and music?	
Can you create movement sequences based on patterns, stories and themes?	
Can you demonstrate deliberate use of the creative process (e.g. exploration, selection, combination, refinement, reflection) when creating dance?	
Can you move safely in both personal and general space during dance activities?	
Can you move in a variety of levels, pathways, and directions, using a variety of body shapes?	
Can you move in time to a variety of rhythms, metres, and tempos?	
Can you identify similarities and differences among dances?	
Can you describe a variety of reasons people dance?	
Can you demonstrate willingness to rehearse and perform dance?	
Can you demonstrate appropriate performance skills in various dance settings?	
Music	
Can you participate in singing and playing classroom instruments appropriately?	
Can you describe your personal thoughts, images, and feelings experienced in music?	
Can you sing and play a variety of simple songs?	
Can you create music to interpret poems, stories, and songs?	
Can you perform rhythmic patterns and melodic phrases from a repertoire?	
Can you represent metre, rhythmic patterns, and melody?	
Can you perform elements of tempo, dynamics, articulation, and timbre in repertoire?	
Can you demonstrate an appropriate use of instruments?	
Can you participate in music activities from a variety of historical, cultural, and social contexts?	
Can you demonstrate appropriate performance skills in a range of music settings?	
Can you identify aspects of a music presentation that evoke a response?	
Drama	
Can you use imagination and exploration to create drama?	
Can you demonstrate co-operative effort in drama work?	
Can you use voice, movement and body to express a range of ideas and feelings while working in a role?	
Can you participate in a variety of drama forms (e.g. puppetry, mime, choral, reader's theatre)?	
Can you participate safely in drama environments?	
Can you identify ideas expressed in drama work from a variety of contexts?	
Can you engage actively in drama presentation in both the school and community?	
Can you identify aspects of drama presentations that evoke a response?	
Visual Arts	
Can you use a variety of image sources to create images, including feelings, imagination, memory, and observation?	
Can you describe and create images using strategies such as fragmentation, multiplication, and superimposition?	
Can you describe and create one or more visual elements and principles of design (e.g. colour, line, shape, texture, pattern, balance)?	
Can you experiment with materials, technologies and processes to create particular effects?	
Can you make 2-D and 3-D images, using a variety of strategies, and media, to communicate experiences, moods, and stories?	
Can you demonstrate safe and environmentally responsible use of materials, technologies, and processes?	
Can you describe a variety of reasons people make and use visual arts?	
Can you identify differences between original artworks and reproductions?	
Can you describe your response to 2-D and 3-D images?	
Can you suggest reasons for preferences in artworks?	
Can you display artwork in a variety of ways?	

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PHYSICAL EDUCATION

Active Living – Knowledge and Participation	
Can you describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, muscles, and bones?	
Can you describe healthy nutritional choices for physical activity?	
Can you identify choices people can make to be more active?	
Can you identify the characteristics of athletes and physically active people they admire (e.g. other students, family members, community role models, Olympic athletes)?	
Do you participate daily (five times a week) in moderate to vigorous physical activities?	
Movement Skills	
Can you demonstrate an ability to balance in a variety of activities?	
Can you demonstrate proper techniques for performing specific loco motor movement skills including but not limited to running jump, leaping?	
Can you demonstrate proper techniques for performing specific manipulative movement skills, including but not limited to pulling or pushing an object, kicking an object to a stationary target, trapping an object with the foot, dribbling an object with hands?	
Can you perform selected non-loco motor and loco motor movement skills in sequence?	
Safety, Fair Play and Leadership	
Can you demonstrate safe behaviours when participating in physical activity?	
Can you demonstrate respect and encouragement for others during a variety of types of physical activity?	
Can you demonstrate leadership in physical activity (eg. lead small groups, provide assistance with equipment set-ups)?	