Learning Outcomes

FRAMEWORK

Grades Primary–6

October 1, 2015—Due to the nature of curriculum development and moving forward with *Nova Scotia's Action Plan for Education 2015,* this document is regularly under revision. For the most up-to-date content, please go to ednet.ns.ca.

NOVA SCOTIA

Learning Outcomes Framework
Grades Primary–6

Revised: October 1, 2015

Due to the nature of curriculum development and moving forward with
Nova Scotia's Action Plan for Education 2015, this document is regularly under revision.
For the most up-to-date content, please go to ednet.ns.ca.

Learning Outcomes Framework, Grades Primary–6
Revised: October 1, 2015

Prepared by the Department of Education and Early Childhood Development

Contents

Primary

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

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 outlined in *Nova Scotia's Action Plan for Education 2015*, the Department of Education and Early Childhood Development has begun the process of streamlining curriculum outcomes with a focus on building strong foundations through integrated learning in language arts and mathematics for **grades primary to three**. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subject areas and integrate other subjects, where appropriate.

The curricula for **grades primary to three** have been reconfigured to align across grades and disciplines to support an integrated approach to learning. The renewed outcomes have been developed with indicators that align with the Essential Graduation Competencies and are inclusive of Acadian, African Nova Scotian, Gaelic, and Mi'kmaw cultures, and Treaty Education.

Through the process and timelines identified in *Nova Scotia's Action Plan for Education 2015*, curricula reform will be forthcoming for grades four to six.

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 for teachers. The connections among learning outcomes reflect natural affinities among subject areas.

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*. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to *The Integration of Information and Communication Technology within the Curriculum*.

Foundation documents provide the framework for curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on curriculum outcomes and describe other aspects of curriculum, such as program design and components, assessment and instructional strategies, and resources. Curriculum outcomes are statements that identify what students are expected to know and be able to do at a particular grade level.

Elementary Program Components

Elementary schools must include, for all students in each year's program for grades primary–6, health education, information and communication technology, 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.

Primary

Health Education Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, health education for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will recognize a range of emotions that humans share.

Performance Indicators:
- name a variety of emotional responses (COM, CT, CI)
- describe their own emotional responses to events (COM, CT, CI, PCD)
- describe the emotional responses of others (COM, CT, CI, PCD, CZ)
- demonstrate an awareness of their need to feel safe, loved, cared for, heard, and treated with respect (COM, CT, CI, PCD, CZ)

Outcome 2: Students will appreciate the diversity of family structures in multiple cultural contexts.

Performance Indicators:
- describe their own family structure and those different from their own (including blended, those with same sex parents, institutional, families led by extended family members, and families that do not live together all of the time) (COM, CT, CI, PCD, CZ)
- begin to demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM)

Outcome 3: Students will apply safe practices and effective strategies for personal safety and injury and disease prevention.

Performance Indicators:
- identify and discuss unsafe substances and scenarios at home and in the community and their related safety skills (COM, CT, CI, PCD, CZ)
- identify a safe adult they can go to for help (COM, CT, PCD, CZ)
- identify and apply methods to prevent the spread of communicable diseases (COM, CT, PCD, CZ)
- identify the proper names for parts of their body that are private versus parts of their body that are not (COM)

Information and Communication Technology Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, information and communication technology for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Digital Citizenship

Outcome 1: Students will be expected to understand and demonstrate behaviours that ensure their own and others' health, safety, and privacy.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 2: Students will be expected to discuss with the teacher the basic issues related to the responsible and appropriate use of information and communication technology.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 3: Students will be expected to follow simple online safety and behaviour expectations while completing learning tasks.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 4: Students will be expected to show some understanding that individuals own their works and can indicate how their works can be used.

Performance Indicators:
- Embedded throughout all curriculum areas.

Productivity

Outcome 5: Students will be expected to, with teacher assistance, use grade-appropriate digital tools to explore ideas, create original works, and represent their learning, both individually and collaboratively.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS

- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE

- observe and describe living things in familiar places (e.g., outside) (CT, CI, COM, TF)
- ask simple questions about the various ways objects move (CT, CI, COM, TF, CZ)
- observe, describe, and determine how objects move by doing guided investigations (such as using ramps, rollers, and sliders) (CT, CI, COM, TF)

SOCIAL STUDIES

- create positive images (both digital and print) to communicate understandings/learnings/ideas about being unique and special (COM, CT, CI, TF)
- create positive images (both digital and print) to convey ideas/learnings about groups (school /community) (COM, CT, TF)
- use positive images to describe ideas about co-operation in a group [Teacher note: Where appropriate, considering the diversity of Nova Scotia cultures.] (COM, CI, TF, CT)
- create positive images (both digital and print) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PCD, CI, TF)

VISUAL ARTS

- create artworks, individually and in small groups, using a variety of materials and technologies to express emotion and ideas using different kinds of lines, patterns, textures, colours, form, and space (COM, CI, CT, PCD, CZ, TF)

COMMUNICATION

Outcome 6: Students will be expected to begin, with the teacher, to use ICT to share and exchange information.

Performance Indicators:

SCIENCE

- make and share observations about sand and water (CT, CI, COM, TF)

Research, Innovation, Problem Solving, and Decision Making

Outcome 7: Students will be expected to discuss ways in which ICT can be used to access information, images, or other digital media.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- ask simple questions about different living things (CT, CI, COM, TF, CZ)
- ask simple questions about various student-selected materials (CT, CI, COM, TF, CZ)

Outcome 8: Students will be expected to interpret simple digital charts and maps.

Performance Indicators:

SCIENCE
- record and share observations of a plant and/or animal over time (CT, CI, COM, TF)
- observe and describe the characteristics of a collection of materials (CT, CI, COM, TF)

Technology Operations and Concepts

Outcome 9: Students will be expected to, with teacher assistance,
- use grade-appropriate ICT terminology
- follow verbal instructions and visual reminders to begin safely operating computers and grade-appropriate digital devices

Performance Indicators:
- Embedded throughout all curriculum areas.

Integrated Language Arts Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, English language arts curriculum for grades primary to three has been streamlined. During integrated language arts time to learn, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Listening and Speaking

Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Performance Indicators:

- begin to demonstrate active listening habits (skills) in keeping with the student's cultural context
- begin to ask and respond to questions and seek information
- describe a personal experience with at least one detail [Teacher note: Be mindful of different communication styles.]
- share ideas, express feelings, give simple descriptions, and express opinions (e.g., I like …, I don't like …) with others in a variety of ways
- engage in small- and whole-group conversation
- engage in and respond to simple, informal oral presentations
- use simple, complete sentences most of the time
- begin to respond to and give simple directions or instructions

Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and appropriate volume to communicate ideas and feelings
- begin to develop an awareness of respectful and non-hurtful vocabulary choices
- begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose

Reading and Viewing

Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of culturally relevant texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

STRATEGIC PROCESSING
- understand beginning concepts about print
- begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve)
- begin to monitor and self-correct using meaning, structure, and/or visual information
- begin to read with increasing stamina
- identify punctuation and describe its use
- read simple patterned texts and non-patterned texts, within levels C–D

VIEW WITH UNDERSTANDING (PRINT AND DIGITAL TEXT)
- use picture cues to support understanding
- talk about a narrative in terms of what happens in the beginning, middle, and end
- talk about information in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- begin to visualize, to support comprehension, using a variety of culturally relevant texts

SELECTING (PRINT AND DIGITAL TEXTS)
- talk about why particular texts are interesting
- talk about learning from reading based on pictures and print
- select just-right** texts with assistance and beginning independence
- reread a familiar text to practise reading smoothly and with expressions
- imitate the fluent reading of a short, familiar passage of a text

****being mindful of interests, background knowledge, and level**

FLUENCY (ACCURACY/AUTOMATICITY/PROSODY [RHYTHM AND INTONATION])
- begin to show an awareness of what fluency sounds like

Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- identify print and digital texts that are fiction and those that are non-fiction
- find information in simple print and digital texts
- ask questions about topics of interest

Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text
- draw pictures (or pictures with labels and/or text) about personal reactions
- talk about a personal reaction to a print and/or digital text (e.g., favourite part, character)
- back up an opinion with prior knowledge and/or experiences
- begin to ask questions of text
- talk about print and/or digital texts written by the same author
- talk about print and/or digital text written about the same topic
- begin to develop an understanding and respect for diversity
- discuss what they are wondering about and questions they have of texts
- begin to recognize different points of view

Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- understand that print carries a messages
- play with words and sounds to express an idea
- begin to label some drawings to explain some ideas/topics
- begin to understand readers'/listeners' comments to clarify meaning

Writing and Other Ways of Representing

Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information
- talk about writing and/or reading the text written
- begin to talk about word choice for specific reasons
- create and record questions in both print and/or digital format

Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- identify audiences for some of their writing
- explain the reason for the writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate)
- work with a partner, in small groups, and independently to create writing (e.g., lists, notes, stories, poems)
- begin to use role plays to convey meaning (other ways of representing)

Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF)

Performance Indicators:

WRITING PROCESSES

- prewriting
  - talk about the ideas they plan to write about
  - begin to draw pictures to help develop ideas for writing
- drafting
  - develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words
  - write left to right and top to bottom most of the time
  - begin to use some conventional spacing
  - begin to reread their writing to monitor meaning and message
- revision
  - add details to a picture
  - add labels to a picture
- editing
  - observe and develop an awareness of a teacher-modelled editing process
- proofreading
  - talk with teacher about scribbles/drawing and/or writing
- publishing/information sharing
  - share and publish student-selected pieces of writing

WRITING TRAITS

- ideas
  - begin to develop a topic
  - begin to tell a story related to a topic (storytelling, drawing, and/or writing)
- organization
  - recognize a sense of flow (beginning, middle, and end) in writing
  - understand that print and illustrations go together
- language use (sentence fluency, word choice, voice)
  - create a thought with a beginning and end
  - begin to experiment with a variety of words
  - recognize voice through shared reading/read-aloud
  - begin to use personal expression through storytelling, drawing, and/or writing
  - begin to experiment with a connection to audience through storytelling, drawing, and/or writing
- writing conventions
  - begin to write from left to right and from top to bottom
  - begin to use spacing between words

WORD STUDY (WORD WORK)

- rhyming
  - generate rhyming words with a beginning sound prompt
- segmenting
  - segment the sounds in a word with three sounds (CVC)
- isolating
  - tell which word does not end with the same sound, with three spoken words
- deleting
  - delete ending sounds from words
- blending
  - blend three sounds to make a word
- substituting
  - add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most)

Mathematics Primary

During integrated mathematics time to learn, primary to three, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Number (N)

Outcome N01: Students will be expected to say the number sequence by
- 1s, from 1 to 20
- 1s, starting anywhere from 1 to 10 and from 10 to 1 [C, CN, V]

Performance Indicators:

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

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

Performance Indicators:

N02.01 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting (COM, CT)

N02.02 identify the number represented by a given dot arrangement on a five-frame (COM, CT)

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

Performance Indicators:

N03.01 name the number for a given set of objects (COM, CT)

N03.02 match numerals with their given pictorial (both print and digital) representations (COM, CT, TF)

N03.03 hold up the appropriate number of fingers for a given numeral (COM, CT, CI)

N03.04 construct a set of objects corresponding to a given numeral (COM, CT, CI)

N03.05 record the numeral that represents the quantity of a given set of objects (COM, CT)

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

Performance Indicators:

N04.01 show a given number as two parts (using fingers, counters, or other objects) and name the number of objects in each part (COM, CT, CI)

N04.02 show a given number as two parts, using pictures, and name the number of objects in each part (COM, CT, CI)

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

Performance Indicators:

N05.01 construct a set to show more than, fewer than, or as many as a given set (COM, CT, CI)

N05.02 compare two given sets through direct comparison and describe the sets using words such as “more,” “fewer,” “as many as,” or “the same number as” (COM, CT, CI)

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

Performance Indicators:

N06.01 answer the question, How many are in the set? using the last number counted in a set (COM, CT)

N06.02 in a fixed arrangement, starting in different locations, show that the count of the number of objects in a set does not change (COM, CT, CI)

N06.03 count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction (COM, CT, CI)

Patterns and Relations (PR)

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

Performance Indicators:

PR01.01 distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats (COM, CT)

PR01.02 copy a given repeating pattern and describe the pattern (COM, CT)

PR01.03 extend a variety of given repeating patterns to two more repetitions (COM, CT, CI)

PR01.04 create a repeating pattern using manipulatives, musical instruments, or actions, and describe the pattern (COM, CT, CI)

PR01.05 identify and describe a repeating pattern in the classroom, the school, and outdoors (COM, CT, CI, PCD, CZ)

Measurement (M)

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

Performance Indicators:

M01.01 compare the length of two given objects and explain the comparison using words such as “shorter,” “longer,” “taller,” or “almost the same” (COM, CT, CI)

M01.02 compare the mass of two given objects and explain the comparison using words such as “lighter,” “heavier,” or “almost the same” (COM, CT, CI)

M01.03 compare the capacity of two given objects and explain the comparison using words such as “holds less,” “holds more,” or “holds almost the same” (COM, CT, CI)

M01.04 compare the volume of two given objects and explain the comparison using words such as “bigger,” “smaller,” or “almost the same” (COM, CT, CI)

Geometry (G)

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

Performance Indicators:

G01.01 sort a given set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule (COM, CT, CI)

G01.02 explain the sorting rule used to sort a pre-sorted set (COM, CT, CI)

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

Performance Indicators:

G02.01 create a representation of a given 3-D object using building blocks, and compare the representation to the original 3-D object (COM, CT, CI)

G02.01 describe a given 3-D object using words such as big, little, round, like a box, or like a can (COM, CT, CI)

Music Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, music for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- move to beat and rhythm in simple and compound meter—walk, run, hop, gallop, and skip (PCD, COM, CI, CT)
- move in space(s)—free, circle, lines (PCD, COM, CI, CT)
- perform rhythmic activities using body percussion (clap, patsch, tap, step) and non-pitched percussion with emphasis on simple rhythms (COM, CI, CT)
- improvise and create ways to keep the beat and simple rhythmic patterns using body percussion and non-pitched percussion (CZ, COM, CI, CT)
- distinguish between beat and rhythm (COM, CI, CT)
- distinguish between faster/slower (COM, CI, CT)
- recognize how rhythm and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 2: Students will perform, listen to, create, and reflect on melody and pitch using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- distinguish between higher/lower (orally, aurally, visually, with movement) (COM, CI, CT)
- distinguish between speaking/singing voice (COM, CI, CT)
- sing a variety of songs with emphasis on the *l s m* tone set in an appropriate range (D to D^{l}) in simple and compound meter (COM, CI, CT)
- sing in tune, alone and with others (CZ, PCD, CI, CT)
- improvise and create through vocal exploration (CZ, PCD, COM, CI, CT)
- sing the words to a song aloud or with inner hearing, as directed (COM, CI, CT)
- recognize how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 3: Students will perform, listen to, create, and reflect on texture and harmony using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- create texture by keeping the beat while singing alone and with others (CZ, PCD, COM, CI, CT)
- create texture by performing the beat in a group while others perform the rhythm (and vice-versa) (CZ, PCD, COM, CI, CT)

- create textures using expressive sounds to represent words and ideas within songs, rhymes, and stories (CZ, PCD, COM, CI, CT)
- recognize how texture can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 4: Students will perform, listen to, create, and reflect on form using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- draw a line in the air to show phrases while singing (COM, CI, CT)
- perform an AB pattern using voice, movement, and/or instruments (PCD, COM, CI, CT)
- recognize how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 5: Students will perform, listen to, create, and reflect on the elements of musical expression using voice, movement, and instruments to convey feelings, ideas, and understandings.

Performance Indicators:
- distinguish between louder/softer using voices and instruments (COM, CI, CT)
- distinguish various timbres, including voice, body percussion, and classroom instruments (COM, CI, CT)
- recognize how musical expression can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 6: Students will explore and reflect on a range of music from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:
- listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT)
- describe and share music encountered at home both in daily life and as part of seasonal celebrations (CZ, PCD, COM, CI, CT)
- recognize that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT)

Physical Education Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, physical education for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

Performance Indicators:

- identify one of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- demonstrate understanding that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping) (CT)
- demonstrate understanding that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) (CT, PCD)
- begin to develop flexibility through a variety of stretching movements (PCD)
- demonstrate understanding that physical activity can affect body composition and help maintain a healthy body (CT, PCD)

Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.

Performance Indicators:

- use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM)
- begin to recognize that practice and persistence assist in learning a new skill (CT, PCD)
- begin to identify feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD)

Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.

Performance Indicators:

- orally connect the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD)
- begin to develop spatial and body awareness, including effort and relationships (avoid collisions with others and equipment) (CT)
- begin to develop basic dance skills (CI, PCD)
- practice and perform a variety of activities involving fundamental movement skills, with and without music (CI, PCD)
- perform movements that represent objects that can move, such as animals, a ball flying through the air, plants in the wind, and cars (CI, COM, CT)
- perform simple movement sequences or movement stories with a beginning, middle, and an end (COM, CI, PCD)

- follow rhythmic movement patterns led by others by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultures (COM, CI, CZ)

Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.

Performance Indicators:
- move throughout space and within boundaries and different tempos (PCD)
- practise jumping and landing following given instructions (e.g., jump off two feet and land on two feet) (PCD)
- practise and maintain balancing in different body shapes, both self-created and teacher-led (e.g., balance creating a wide body shape; balance being as narrow as you can; balance in a twisted body shape) (CI, CT)
- practice transferring weight from one foot to the other, to maintain control and balance (PCD)
- travel in personal space and general space using various body parts following directions (e.g., move forward, backward, sideways through general space on your hands and feet staying low to the floor) (CT, PCD)
- perform movement sequences as led by the teacher (PCD)
- begin to explore developmentally appropriate rolling skills (PCD)

Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.

Performance Indicators:
- demonstrate skills for changing directions through movement activities (e.g., pursuing, evading) (PCD)
- explore a variety of ways to send small and large implements (e.g., underhand roll, underhand throw, two-handed overhead throw, strike with hand) (CI, PCD)
- explore a variety of ways to receive small and large implements (e.g., catch below the waist) (CI, PCD)
- throw and roll a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets (e.g., nets, hoops, pylons), using one hand and then the other (PCD)
- use a variety of locomotor skills when playing simple co-operative games and activities (PCD)
- use a variety of manipulative skills when playing simple co-operative activities and games (PCD)
- recognize that physical activities have different components (e.g., boundaries, change pathways) (PCD)
- explore ways to move objects (e.g., balloons, bean bags, balls) using a variety of body parts (CI, CT, PCD)
- begin to develop simple long jump-rope skills (PCD)

Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

Performance Indicators:
- participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing, scaling a hill) in a natural environment, in both warm and cooler weather (PCD)
- participate in a variety of age-appropriate and developmentally appropriate yoga poses, Zumba, circuit training, etc. (PCD)
- begin to explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters) (PCD)
- begin to use navigation skills (e.g., locate landmarks in the school and around the schoolyard) (CZ, PCD, TF)
- identify places around the school where students can be active (e.g., playground, gymnasium, music room, classroom) (COM, CZ, PCD)

Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

Performance Indicators:
- change speed and direction according to location of peers and boundaries (CT)
- begin to use skill-specific feedback from teachers to move towards skill mastery (COM)
- choose from a variety of strategies to increase chances of success in physical activities (e.g., putting arms out by sides to balance) (CT, PCD)
- choose partners to make groups equal (CZ)
- discuss and practice ways to solve problems when moving among other people (COM, CT)
- choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.

Performance Indicators:
- use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM)
- begin to ask the teacher for help (COM)
- begin to demonstrate the ability to co-operate in a group activity (share ideas, listen to others) (COM)
- begin to use words to describe feelings (COM)
- begin to identify feelings associated with experiences in physical activities (COM)
- begin to understand how responses to feelings affect self and others (COM, CZ)
- orally connect the skills and concepts learned in physical education to their life outside of physical education (COM, PCD)

Outcome 9: Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

Performance Indicators:

- begin to develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT, PCD)
- begin to demonstrate behaviours that help others (e.g., sharing, cheering, kindness) (CZ, PCD)
- apply, when prompted, safe practices, rules, and procedures (CT, CZ)
- begin to consider principles of teamwork, inclusion, fair play, and respect for self and others (e.g., take turns, work with others) (CZ, PCD)
- understand that equipment is used for intended purposes and should be put away after use (CT, CZ, TF)
- reflect on the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (e.g., school yard clean-up, teacher-generated discussion) (CZ, PCD)
- identify safe and healthy practices at home, at school, and in the community (CZ, PCD)

Science Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, science for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Earth and Space Science: Explore Sand and Water

Outcome 1: Students will explore sand and water.

Performance Indicators:
- ask simple questions about sand and water (CT, CI, COM, TF, CZ)
- self-select materials, such as shovels and sieves, to investigate sand and water (CT, CI, PCD)
- make and share observations about sand and water (CT, CI, COM, TF)
- determine the floating and sinking of various objects, using predictions and observations (CT, CI, COM)

Life Science: Explore Living Things

Outcome 2: Students will explore different living things.

Performance Indicators:
- ask simple questions about different living things (CT, CI, COM, TF, CZ)
- observe and describe living things in familiar places (e.g., outside) (CT, CI, COM, TF)
- use equipment properly to investigate living things found in the community (CT, CI, COM)
- record and share observations of a plant and/or animal over time (CT, CI, COM, TF)

Physical Science: Chemistry

Outcome 3: Students will explore materials.

Performance Indicators:
- ask simple questions about various student-selected materials (CT, CI, COM, TF, CZ)
- follow a simple procedure to determine how a substance may change (CT, CI, COM)
- observe and describe the characteristics of a collection of materials (CT, CI, COM, TF)

Physical Science: Explore Objects

Outcome 4: Students will explore objects.

Indicators:

- ask simple questions about the various ways objects move (CT, CI, COM, TF, CZ)
- observe, describe, and determine how objects move by doing guided investigations (such as using ramps, rollers, and sliders) (CT, CI, COM, TF)

Social Studies Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, social studies for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an understanding of themselves as unique and special.

Performance Indicators:
- describe characteristics about what makes a person special and unique (COM, CT)
- create positive images (both print and digital) to communicate understandings/learnings/ideas about being unique and special (COM, CT, CI, TF)
- share and discuss questions/learnings/ideas about what makes a person unique and special (COM, CT, PCD)

Outcome 2: Students will identify and describe groups to which they belong.

Performance Indicators:
- ask questions about what makes characteristics of a group (within the school or community) (COM, CT)
- identify the attributes of selected groups to which you belong within the school or community [Teacher note: Be mindful of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups.] (CT, COM, CZ)
- create positive images (both print and digital) to convey ideas/learnings about groups (school/community) (COM, CT, TF)

Outcome 3: Students will demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Performance Indicators:
- describe strategies for effective collaboration, and begin to work collaboratively with a partner (CT, CZ, COM, PCD)
- use positive images to describe ideas about co-operation in a group [Teacher note: Where appropriate, considering the diversity of Nova Scotia cultures.] (COM, CI, TF, CT)
- engage in problem solving, using very simple strategies, for collaboration (CT, PCD, COM, CI)

Outcome 4: Students will recognize that people (local), including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups, have varied traditions, historical roots, rituals, and celebrations.

Performance Indicators:

- begin to ask questions about people and traditions, historical roots, rituals, and celebrations (COM, CT, PCD)
- describe and discuss varied traditions, historical roots, rituals, and celebrations, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, PCD)
- create positive images (both print and digital) to convey perceptions/ideas/learnings of peoples and traditions, historical roots, rituals, and celebrations (COM, CT, PCD, CI, TF)

Visual Arts Primary

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, visual arts for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.

Performance Indicators:
- create artworks, individually and in small groups, using a variety of materials and technologies to express emotion and ideas using different kinds of lines, patterns, textures, colours, form, and space (COM, CI, CT, PCD, CZ, TF)
- experiment with mixing primary colours to discover that they can make new colours (CI, CT)
- create artworks, individually and in small groups, using media of choice to convey personal meaning (COM, CI, CT, PCD, CZ)

Outcome 2: Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:
- examine various artworks located throughout their own community and those of others, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CT, CZ)
- observe, using the senses, the elements and principles of design and the variety of media used in their own and others' artworks (COM, CT)
- engage in conversations about their own and others artworks, using the language of art (COM, CT)

Outcome 3: Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making.

Performance Indicators:
- describe the thoughts and feelings evoked by looking at art (COM, CT, CI, PCD)
- describe what is appealing about a piece of their own artwork and the artwork of others, keeping in mind cultural values and traditions (COM, CT, CI, PCD)
- engage in conversations about how artists, including themselves, use the elements and principles of design to express emotions, thoughts, and ideas, keeping in mind cultural values and traditions (COM, CT, CI, CZ, PCD)
- demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)

Grade 1

Health Education 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, health education for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will explore habits that contribute to having a healthy mind and a healthy body.

Performance Indicators:
- discuss times when they have been physically active and times when they have participated in quiet leisure activities they enjoy (PCD, COM, CT, CI)
- discuss the role of sleep in having a healthy mind and body (PCD, COM, CT)
- discuss the role of healthy eating in having a healthy mind and body (PCD, COM, CT)
- explain how to maintain oral health (PCD, COM, CT)

Outcome 2: Students will identify healthy ways to cope with changes to family life.

Performance Indicators:
- identify and discuss changes that affect families (Teacher note: Being mindful of multiple cultural contexts] (PCD, COM, CT, CZ)
- identify and discuss common emotions associated with change (PCD, COM, CT, CZ)
- share healthy ways to cope with change (PCD, COM, CT, CI, CZ)

Outcome 3: Students will practice communication skills that promote healthy and safe relationships.

Performance Indicators:
- identify and discuss the qualities of a healthy friendship and of healthy peer relationships (PCD, COM, CT, CZ)
- describe what kindness, respect, and inclusion look, act, sound, and feel like and why this is important (PCD, COM, CT, CZ, CI)
- describe and demonstrate respect for, inclusion of, and kindness towards others (PCD, COM, CT, CZ, CI)
- demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM)

Information and Communication Technology 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, information and communication technology for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Digital Citizenship

Outcome 1: Students will be expected to understand and participate in classroom and school activities establishing safe and healthy routines as they use ICT for learning.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 2: Students will be expected to demonstrate, with teacher assistance, responsible and appropriate use of information and communication technology while participating in online activities lead by the teacher.

Performance Indicators:
- Embedded throughout all curriculum areas

Outcome 3: Students will be expected to develop, with the teacher, and follow simple online safety and behaviour expectations while completing learning tasks.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 4: Students will be expected to use, with teacher assistance, intellectual property of others within their own work from teacher-selected sites.

Performance Indicators:
- Embedded throughout all curriculum areas.

Productivity

Outcome 5: Students will be expected to, with teacher assistance, use grade-appropriate digital tools to explore ideas, create original works, and represent their learning, both individually and collaboratively.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- observe and describe daily changes in weather conditions, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- observe, and describe the results of changes in the seasons, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- ask questions about daily and seasonal changes (CT, CI, COM, TF, CZ)
- ask questions about materials and their properties (CT, CI, COM, TF, CZ)
- ask questions about how to construct objects (CT, CI, COM, TF, CZ)
- demonstrate how tools can be used to solve a problem (CT, CI, COM, CZ, PCD, TF)

SOCIAL STUDIES
- create positive images (both print and digital) to convey learnings about modern Mi'kmaw communities in Nova Scotia from the point of view and perspective of Mi'kmaw community/people (COM, CT)
- create positive images (both print and digital) to convey understandings that all people have wants and needs (COM, CZ, PCD, CI, TF)

VISUAL ARTS
- use a variety of materials, technologies, and unconventional tools to create their own artworks inspired by those examined (COM, CI, CT, PCD, CZ, TF)

COMMUNICATION

Outcome 6: Students will be expected to use, with teacher assistance, identified ICT environments to share and exchange information and collaborate with others.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SOCIAL STUDIES
- create positive images (both print and digital) to convey ideas/perceptions/learnings of the diversity of cultural groups (COM, CT, CI, TF)
- discuss and share information about cultural groups in the community (COM, CT, CZ)

- create positive images and or short phrases (both print and digital) to convey understandings/ ideas/perceptions/learnings of actions to practise responsible behaviour in caring for the environment (COM, PCD, CI, TF)
- ask questions and share information about where Aboriginal (Mi'kmaq) communities are located in Nova Scotia and the names of the communities (CT, COM, TF)

Research, Innovation, Problem Solving, and Decision Making

Outcome 7: Students will be expected to investigate, with the teacher, ways to locate specific information, images, or other digital media.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- ask questions about daily and seasonal changes (CT, CI, COM, TF, CZ)
- ask questions about materials and their properties (CT, CI, COM, TF, CZ)
- ask questions about how to construct objects (CT, CI, COM, TF, CZ)

SOCIAL STUDIES
- ask questions and share information about where Aboriginal (Mi'kmaq) communities are located in Nova Scotia and the names of the communities (CT, COM, TF)

Outcome 8: Students will be expected to collect and record, with teacher assistance, data on charts and maps to represent patterns and relationships.

Performance Indicators:

SCIENCE
- observe and describe daily changes in weather conditions, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- observe, and describe the results of changes in the seasons, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- demonstrate how tools can be used to solve a problem (CT, CI, COM, CZ, PCD, TF)

Technology Operations and Concepts

Outcome 9: Students will be expected to
- use grade-appropriate ICT terminology
- follow verbal instructions and visual reminders to safely operate computers and grade-appropriate digital devices

Performance Indicators:
- Embedded throughout all curriculum areas.

Integrated Language Arts 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, English language arts curriculum for grades primary to three has been streamlined. During integrated language arts time to learn, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Speaking and Listening

Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Performance Indicators:

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to clarify information or gather further information
- describe a personal experience in sequential order with at least two details [Teacher note: Be mindful of different communication styles.]
- express opinions and give simple explanations
- begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions
- begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose
- use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly
- respond to and give simple directions or instructions

Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience
- demonstrate a growing awareness of respectful and non-hurtful vocabulary choices
- begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose

Reading and Viewing

Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

STRATEGIC PROCESSING
- expand understanding of beginning concepts about print
- use finger pointing when reading
- identify a growing number of high-frequency words
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- predict on the basis of what makes sense, what sounds right, and what looks right
- monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right
- read independently with increasing stamina
- use beginning consonants, ending consonants, or known word parts to word solve
- begin to use punctuation to appropriately guide reading with pauses and appropriate inflection
- use some text features (e.g., Table of Contents to predict and locate information in a text)
- read texts with understanding, within levels H–I

VIEW WITH UNDERSTANDING (PRINT AND DIGITAL TEXT)
- use picture cues to support understanding
- retell a simple narrative, making reference to vocabulary such as characters, problem, and solution
- identify the major points in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to better understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- visualize, to support comprehension, a variety of culturally relevant texts
- begin to question culturally relevant texts
- follow simple written directions

SELECTING (PRINT AND DIGITAL TEXTS)
- talk about why particular texts are interesting to them
- talk about information in texts based on print and pictures
- select just-right** texts with assistance and beginning independence
- talk about one or more favourite authors
- talk about texts with reference to titles, authors, and/or illustrators
- identify whether a text is a poem, poster, letter, story, or information text

****being mindful of interests, background knowledge, and level**

FLUENCY (ACCURACY/AUTOMATICITY/PROSODY [RHYTHM AND INTONATION])
- begin to use punctuation to guide intonation and expression, change the tone, and emphasis for bold print

Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- identify print and digital texts that are fiction and those that are non-fiction
- ask questions about topics they are interested in
- gather information from non-fiction print and digital texts and/or other sources
- talk about information they have found in print and digital texts about a topic

Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- discuss personal reaction to a print and/or digital text (e.g., favourite part, character)
- talk about print and/or digital texts written about the same topic
- begin to ask questions of text
- talk about print and/or digital texts written by the same author or illustrated by the same illustrator
- identify and use some text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- back up opinions with prior knowledge and/or experiences
- begin to recognize different points of view

Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- understand that writing and other forms of representing convey meaning
- express ideas in complete thoughts
- label drawings to explain ideas/topics
- understand readers'/listeners' comments to clarify meaning

Writing and Other Ways of Representing

Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- write, using drawings, a combination of letters with some sound associations, and known words, a variety of poetry, fiction, and non-fiction texts to explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; and to inform and communicate information
- begin to explain the purpose for their writing
- begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc.
- create print and digital texts (draw or write) with a beginning, middle, and end

Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- identify different forms of print and digital writing that are appropriate to specific purposes and audiences
- identify print and digital information that is relevant and purposeful for an intended audience
- work with a partner, in small groups and independently, to create writing in both print and digital format
- use role plays to convey and enhance meaning (other ways of representing)

Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF)

Performance Indicators:

WRITING PROCESSES

- prewriting
  - talk about the ideas they plan to write about
  - draw pictures to help develop ideas for writing
  - begin to use simple graphic organizers (such as the five-finger plan)
- drafting
  - write some complete thoughts
  - match text to their drawings
  - write from left to right and from top to bottom consistently
  - use some conventional spacing
  - reread their writing to monitor meaning and message
- revision
  - recognize where they can make changes to writing to clarify meaning
- editing
  - use environmental print to check some high-frequency words
  - begin to add a few grade-level conventions
- proofreading
  - reread with a partner and/or teacher
- publishing / information sharing
  - publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

WRITING TRAITS

- ideas
  - write several sentences on an identifiable topic, begin to elaborate on the topic
- organization
  - experiment with a sense of flow, create a “how-to list.”
- language use (sentence fluency, word choice, voice)
  - show some variety in sentence beginnings
  - continue to experiment with a variety of words
  - experiment with using attribute words—colour, size, shape, texture
  - experiment with using multi-sensory words (hearing, smell)
  - begin to use comparison words to distinguish one thing from another—size, shape, texture

  - use expressive language through storytelling, drawing, and/or writing
  - recognize voice across a growing range of texts
  - experiment through writing a growing connection to audience
- writing conventions
  - write from left to right and from top to bottom
  - use spacing between words
  - begin to use capitals at the beginning of sentences and capital "I"
  - begin to write simple sentences as one complete thought

WORD STUDY (WORD WORK)

- rhyming
  - recognize and generate spoken words that rhyme
- segmenting
  - segment the sounds in a word with three to four sounds
- isolating
  - identify the beginning, middle, and ending sounds in words
- deleting
  - delete beginning or ending sounds from words
- blending
  - blend an increasing number of sounds to make a word (three to four or more)
- substituting
  - use an increasing number of letters to represent sound

Mathematics 1

During integrated mathematics time to learn, primary to three, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Number (N)

Outcome N01: Students will be expected to say the number sequence by
- 1s, forward and backward between any two given numbers, 0 to 100
- 2s to 20, forward starting at 0
- 5s to 100, forward starting at 0, using a hundred chart or a number line
- 10s to 100, forward starting at 0, using a hundred chart or a number line

[C, CN, V, ME]

Performance Indicators:

N01.01 recite forward by 1s the number sequence between two given numbers, 0 to 100 (COM, CT)
N01.02 recite backward by 1s the number sequence between two given numbers, 0 to 100 (COM, CT)
N01.03 record a given numeral, 0 to 100, presented orally (COM)
N01.04 read a given presented numeral, 0 to 100 (COM)
N01.05 skip count by 2s to 20 starting at 0 (COM, CT)
N01.06 skip count by 5s to 100 starting at 0, using a hundred chart or a number line (COM, CT, CZ)

N01.07 skip count forward by 10s to 100 starting at 0, using a hundred chart or a number line (COM, CT, CZ)
N01.08 identify and correct errors and omissions in a given number sequence (COM, CT, CI)

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

Performance Indicators:
N02.01 look briefly at a given familiar arrangement of objects or dots, and identify the number represented without counting (COM, CT, CI)
N02.02 identify the number represented by a given arrangement of counters or dots on a ten-frame (COM, CT, CI)

Outcome N03: Students will be expected to demonstrate an understanding of counting to 20 by
- indicating that the last number said identifies "how many"
- showing that any set has only one count
- using the counting-on strategy

[C, CN, ME, R, V]

Performance Indicators:
N03.01 answer the question, How many are in the set? using the last number counted in a given set (COM, CT)
N03.02 identify and correct counting errors in a given counting sequence (COM, CT, CI)
N03.03 show that the count of the number of objects in a given set does not change regardless of the order in which the objects are counted (COM, CT)
N03.04 record the number of objects in a set using the numeral symbol (COM)
N03.05 determine the total number of objects in a given set, starting from a known quantity and counting on (COM, CT, CI)

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

Performance Indicators:
N04.01 represent a given number up to 20 using a variety of manipulatives, including ten-frames and created materials (COM, CT, CI)
N04.02 model a given number up to 20 using a variety of pictorial representations (both print and digital) (COM, CT, CI, TF)
N04.03 find examples of a given number in the environment (COM, CT, CI, CZ, PCD)
N04.04 place given numerals on a number line with benchmarks 0, 5, 10, 15, and 20 (COM, CT, CI)
N04.05 partition any given quantity up to 20 into two parts and identify the number of objects in each part (COM, CT, CI)
N04.06 model a given number using two different objects (COM, CT, CI, CZ)

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

Performance Indicators:

N05.01 build a set that has more, fewer, or as many objects as a given set, up to 20 objects (COM, CT, CI)

N05.02 build several sets of different objects that have the same given number of objects in the set (COM, CT, CI)

N05.03 compare two given sets using one-to-one correspondence and describe them using comparative words, such as more, fewer, or as many (COM, CT, CI)

N05.04 compare a set to a given referent using comparative language (COM, CT, CI)

N05.05 solve, using pictures and words, given story problems that involve the comparison of two quantities (COM, CT, CI)

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

Performance Indicators:

N06.01 estimate a given quantity by comparing it to a given referent (known quantity) (COM, CT, CI, CZ)

N06.02 select an estimate for a given quantity by choosing between at least two possible choices and explain the choice (COM, CT, CI, CZ)

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

Performance Indicators:

N07.01 explain why for a given number of counters, no matter how they are arranged, the total number of counters does not change. (COM, CT, CI)

N07.02 group a set of given counters in more than one way (COM, CT, CI)

N07.03 explain why for a given number of counters, no matter how they are grouped, the total number of counters does not change (COM, CT, CI)

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

Performance Indicators:

N08.01 name the number that is one more, two more, one less, or two less than a given number, up to 20 (COM, CT, CI)

N08.02 represent a number on ten-frames that is one more, two more, one less, or two less than a given number (COM, CT, CI)

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

Performance Indicators:

N09.01 act out story problems that are presented orally or through shared reading (COM, CT, CI)

N09.02 model story problems with manipulatives or pictures, find and share solutions using counting strategies, and record number sentences that represent how they thought about the problems (COM, CT, CI, CZ, PCD)

N09.03 create story problems that connect to student experiences (COM, CT, CI, CZ, PCD)

N09.04 create story problems for given number sentences (COM, CT, CI, CZ, PCD)

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

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

[C, CN, ME, PS, R, V]

Performance Indicators:

N10.01 use and describe a personal strategy to determine a sum (COM, CT, CI, CZ, PCD)

N10.02 use and describe a personal strategy to determine a difference (COM, CT, CI, CZ, PCD)

N10.03 use and describe how two different strategies can be used to determine a sum or difference (COM, CT, CI, CZ, PCD)

Patterns and Relations (PR)

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

Performance Indicators:

PR01.01 describe a given repeating pattern containing two to four elements in its core (COM, CT, CI)

PR01.02 identify errors in a given repeating pattern (COM, CT, CI)

PR01.03 identify the missing element(s) in a given repeating pattern (COM, CT, CI)

PR01.04 create and describe a repeating pattern using a variety of manipulatives, musical instruments, and actions (COM, CT, CI)

PR01.05 reproduce and extend a given repeating pattern using manipulatives, diagrams (both print and digital), sounds, and actions (COM, CT, CI, TF)

PR01.06 identify and describe a repeating pattern in the environment (e.g., classroom, outdoors) using everyday language (COM, CT, CI, CZ, PCD)

PR01.07 identify repeating events (e.g., days of the week, birthdays, seasons) (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

PR02.01 represent a given repeating pattern using another mode (e.g., actions to sound; colour to shape; ABC, ABC, ABC to blue, yellow, green, blue, yellow, green, blue, yellow, green, …) (COM, CT, CI, CZ, PCD)

PR02.02 describe a given repeating pattern using a letter code (e.g., ABC, ABC, ABC, …) (COM, CT, CI, CZ, PCD

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

Performance Indicators:

PR03.01 construct two equal sets using the same objects (same shape and mass) and demonstrate their equality of number using a balance scale (COM, CT, CI)

PR03.02 construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale (COM, CT, CI)

PR03.03 determine if two given concrete sets are equal or unequal and explain the process used (COM, CT, CI)

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

Performance Indicators:

PR04.01 represent a given pictorial (both print and digital) or concrete equality in symbolic form (COM, CT, TF)

PR04.02 represent a given equality using manipulatives or pictures (both print and digital) (COM, CT, CI, TF)

PR04.03 provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=) (COM, CT, CI)

PR04.04 record different representations of the same quantity (0 to 20) as equalities (COM, CT, CI)

Measurement (M)

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

- identifying attributes that can be compared
- ordering objects
- making statements of comparison
- filling, covering, or matching

[C, CN, PS, R, V]

Performance Indicators:

M01.01 identify common attributes, such as length, mass, volume, capacity, and area that could be used to compare a given set of two objects (COM, CT, CI, CZ)

M01.02 compare and order two given objects and identify the attributes used to compare (COM, CT, CI, CZ)

M01.03 predict which object in a set is longest/shortest, determine by matching and explain the reasoning (COM, CT, CI)

M01.04 predict which object in a set is heaviest/lightest, determine by comparing and explain the reasoning (COM, CT, CI)
M01.05 predict which object in a set is largest/smallest, determine by comparing and explain the reasoning (COM, CT, CI)
M01.06 predict which object in a set holds the most/least, determine by filling and explain the reasoning (COM, CT, CI)
M01.07 predict which figure in a set has the greatest/least area, determine by covering and explain the reasoning (COM, CT, CI)

Geometry (G)

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

Performance Indicators:
G01.01 sort a given set of familiar 3-D objects or 2-D shapes using a given sorting rule (COM, CT, CI)
G01.02 sort a given set of familiar 3-D objects using a single attribute determined by the student, and explain the sorting rule (COM, CT, CI)
G01.03 sort a given set of 2-D shapes using a single attribute determined by the student, and explain the sorting rule (COM, CT, CI)
G01.04 determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes, and explain a possible sorting rule used to sort them (COM, CT, CI)

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

Performance Indicators:
G02.01 select 2-D shapes from a given set of 2-D shapes to reproduce a given composite 2-D shape (COM, CT, CI)
G02.02 select 3-D objects from a given set of 3-D objects to reproduce a given composite 3-D object (COM, CT, CI)
G02.03 predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape (COM, CT, CI)
G02.04 predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object (COM, CT, CI)

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

Performance Indicators:
G03.01 identify the shape of the faces of a 3-D object (COM, CT, CI)
G03.02 identify 3-D objects in the environment that have faces that are a given 2-D shape (COM, CT, CI, CA, PCD)

Music 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, music for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- move to beat and rhythm in simple and compound meter with varying tempi—walk, run, hop, gallop, and skip (PCD, COM, CI, CT)
- move in space(s)—free, circle, lines, partner (PCD, COM, CI, CT)
- perform rhythmic activities using voice, body percussion (clap, patsch, tap, step), and non-pitched percussion using *ta* (quarter note), *ti-ti* (eighth notes), *ta-rest* (quarter rest)  (COM, CI, CT)
- improvise and create using new rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT)
- distinguish between stepping (simple) and swinging/skipping (compound) songs (COM, CI, CT)
- identify strong and weak beats in $\frac{2}{4}$ and $\frac{4}{4}$ meter (COM, CI, CT)
- create, notate, and perform new rhythmic concepts using adapted and/or standard notation (PCD, COM, CI, CT)
- recognize how rhythm and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 2: Students will perform, listen to, create, and reflect on melody and pitch using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- identify by sound and sight, sing, and hand-sign *l s m* (COM, CI, CT)
- read known *l s m* songs from staff notation in the keys of F, G, and C (PCD, COM, CT)
- sing a variety of songs with emphasis on the *l s m r d* tone set in an appropriate range (D to $D^{|}$) in simple and compound meter (COM, CI, CT)
- sing in-tune, alone and with others (CZ, PCD, CI, CT)
- improvise and create using voice and pitched percussion (CZ, PCD, COM, CI, CT)
- echo sing, use inner hearing, and sing individually / with a group, *l s m* (COM, CI, CT)
- recognize how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 3: Students will perform, listen to, create, and reflect on texture and harmony using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- create texture by keeping the beat while singing alone and with others (CZ, PCD, COM, CI, CT)
- create texture by performing the beat in a group while others perform the rhythm (and vice-versa) (CZ, PCD, COM, CI, CT)

- create texture by performing the beat and rhythm simultaneously (CZ, PCD, COM, CI, CT)
- create textures using expressive sounds to represent words and ideas within songs, rhymes, and stories (CZ, PCD, COM, CI, CT)
- perform simple rhythmic and melodic (bordun) ostinati (CZ, PCD, COM, CI, CT)
- recognize how texture can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 4: Students will perform, listen to, create, and reflect on form using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- draw a line in the air to show phrases while singing (COM, CI, CT)
- perform, listen to, and create like and unlike phrases (COM, CI, CT)
- identify and use repeat sign (COM, CI, CT)
- identify and perform a variety of AB patterns (e.g., ABA, ABBA) using voice, movement, and/or instruments (PCD, COM, CI, CT)
- recognize how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 5: Students will perform, listen to, create, and reflect on the elements of musical expression using voice, movement, and instruments to convey feelings, ideas, and understandings.

Performance Indicators:
- distinguish between louder/softer using voices and instruments and apply accordingly to music-making (COM, CI, CT)
- distinguish various timbres, including voice, body percussion, classroom instruments, and found/non-traditional sounds (COM, CI, CT)
- identify purposes for music (PCD, CZ, COM, CI, CT)
- recognize how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 6: Students will explore and reflect on a range of music from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:
- listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT)
- describe and share music encountered with friends, at play, and in the community (CZ, PCD, COM, CI, CT)
- make connections between music and the other arts (CZ, PCD, COM, CI, CT)
- recognize that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT)

Physical Education 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, physical education for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

Performance Indicators:

- identify three of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- demonstrate understanding that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping) (CT)
- demonstrate understanding that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) (CT, PCD)
- begin to develop flexibility through a variety of stretching movements (PCD)
- describe how physical activity can affect body composition and help maintain a healthy body (COM, PCD)

Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.

Performance Indicators:

- use cues (verbal and non-verbal) from teachers and others to improve motor skills and movement patterns (COM)
- recognize that practice and persistence assist in learning a new skill (CT, PCD)
- identify feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD)

Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.

Performance Indicators:

- illustrate connections with the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD)
- develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT)
- develop basic dance skills (CI, PCD)
- create and perform repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI)
- perform movements to tell a story (with a beginning, middle, and an end) that connects to the flow and rhythm of music (COM, CI, PCD)

- maintain rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultures (COM, CI, CZ)

Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.

Performance Indicators:
- explore and demonstrate a variety of ways to travel through space without making contact with others using a variety of travelling skills (e.g., hop, leap, jump) (CI)
- use performance cues to demonstrate understanding of language related to gymnastics skills and concepts (COM, CT)
- jump for distance using proper technique and land with control (PCD)
- jump forward, backward, and sideways, demonstrating control when landing (e.g., two feet to two feet, one foot to two feet, one foot to one foot, and two feet to one foot) (PCD)
- balance objects (e.g., beanbags) using different body parts (e.g., head, shoulder, hand, foot) while traveling alone and with a partner (CI, CT)
- explore and demonstrate developmentally appropriate rolling skills with proper characteristics (e.g., rolling forward and rolling sideways in a variety of body shapes) (PCD)
- perform movement sequences as led by the teacher (with a beginning, middle and an end) (PCD)

Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.

Performance Indicators:
- demonstrate ways to change the flight of moving objects by changing how the skill is performed (e.g., underhand roll, underhand throw, two handed overhead throw, strike with hand) (CI, PCD)
- explore a variety of ways to send small and large implements (e.g., underhand roll, underhand throw, two-handed overhead throw, strike with hand) (CI, PCD)
- explore receiving in a variety of ways (e.g., with one hand below the waist, with two hands below the waist, objects thrown up high, objects thrown down low) to determine how the body movement changes (CI, PCD)
- throw and roll a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets (e.g., nets, hoops, pylons), using one hand and then the other (PCD)
- use a variety of locomotor skills when playing simple co-operative games and activities (PCD)
- use a variety of manipulative skills when playing simple co-operative activities and games (PCD)
- recognize that physical activities have different components (e.g., boundaries, change pathways) (PCD)
- explore ways to move objects (e.g., balloons, bean bags, balls) using a variety of body parts (CI, CT, PCD)
- use performance cues to demonstrate sending and receiving objects (COM)
- develop long jump-rope skills and begin to develop basic short jump-rope skills (PCD)

Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

Performance Indicators:
- participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather (PCD)
- participate in a variety of age-appropriate and developmentally appropriate yoga poses, Zumba, circuit training, etc. (PCD)
- explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters, skateboarding) (PCD)
- use navigation skills (e.g., String Courses to follow set courses with or without simple maps) (COM, CZ, PCD, TF)
- identify places at home and in the community where people can be active (e.g., community park, the forest, around the lake, community playground) (COM, CZ, PCD)

Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

Performance Indicators:
- change speed and direction according to location of peers and boundaries (CT)
- respond to skill-specific feedback from teachers to move towards skill mastery (COM)
- choose from a variety of strategies to increase chances of success in physical activities (e.g., dodge, evade) (CT, PCD)
- make choices that support physical activity (CT)
- discuss and practice ways to solve problems when moving among other people (COM, CT)
- choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.

Performance Indicators:
- use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM)
- ask the teacher for help when needed (COM)
- demonstrate the ability to co-operate in a group activity (share ideas, listen to others) (COM, CZ, PCD)
- use words to describe personal feelings (COM)
- continue to identify feelings associated with experiences in physical activities (COM, CZ)
- understand how their choices affect others (CZ)
- illustrate connections with the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD)

Outcome 9: Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

Performance Indicators:

- develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT, PCD)
- demonstrate behaviours that help others (e.g., sharing, safety, kindness) (CZ, PCD)
- apply safe practices, rules, and procedures with limited prompting (CT, CZ)
- apply, when prompted, principles of teamwork, inclusion, fair play, and respect for self and others (e.g., take turns, work with others to solve problems, follow the rules of the activity) (CZ, PCD)
- demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF)
- demonstrate the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (e.g., leave plants and wildlife as they were found) (CZ, PCD)
- identify safe and healthy practices at home, at school, and in the community (CZ, PCD)

Science 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, science for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Earth and Space Science: Daily and Seasonal Changes

Outcome 1: Students will investigate the effects that daily and seasonal changes have on the environment and living things.

Performance Indicators:
- ask questions about daily and seasonal changes (CT, CI, COM, TF, CZ)
- observe and describe daily changes in weather conditions, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- observe and describe the results of changes in the seasons, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- describe how humans and other living things prepare for seasonal changes (CT, CI, COM, PCD, CZ)

Life Science: Needs and Characteristics of Living Things

Outcome 2: Students will investigate needs and characteristics of different living things, including humans.

Performance Indicators:
- ask questions about the needs of living things (CT, CI, COM, PCD, CZ)
- investigate different living things to determine their characteristics (CT, CI, COM, CZ)
- compare, through explorations, the needs of different living things (CT, CI, COM, PCD, CZ)
- recognize and explain that humans and other living things depend on their environment (CT, CI, COM, PCD, CZ)

Physical Science: Materials and Their Properties

Outcome 3: Students will explore materials and their properties.

Performance Indicators:
- ask questions about materials and their properties (CT, CI, COM, TF, CZ)
- determine the properties of self-selected substances (CT, CI, COM, PCD)
- compare the properties, with observations, of various substances (CT, CI, COM, CZ)

Physical Science: Constructing Objects

Outcome 4: Students will construct objects that might be used from chosen materials and living things.

Performance Indicators:

- ask questions about how to construct objects (CT, CI, COM, TF, CZ)
- choose materials to construct an object (CT, CI, COM, PCD)
- compare objects and the materials used to construct them (CT, CI, COM)
- demonstrate how tools can be used to solve a problem (CT, CI, COM, CZ, PCD, TF)

Social Studies 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, social studies for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.

Performance Indicators:

- ask questions to gain understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, CZ)
- create positive images (both print and digital) to convey ideas/perceptions/learnings of the diversity of cultural groups (COM, CT, CI, TF)
- discuss and share information about cultural groups in the community (COM, CT, CZ)

Outcome 2: Students will take age-appropriate action to practise responsible behaviour in caring for the environment.

Performance Indicators:

- ask questions to gain information about the need to protect the environment (CT, COM, PCD, CZ)
- discuss responsible behaviour and caring for the environment [Teacher note: Be mindful of Mi'kmaw beliefs and practices in relation to the environment.] (COM, PCD)
- create positive images and/or short phrases (both print and digital) to convey understandings/ideas/ perceptions/learnings of actions to practise responsible behaviour in caring for the environment (COM, PCD, CI, TF)
- engage in a practice(s) that can help to solve problems and promote environmental sustainability in their community (CT, COM, CZ, PCD, CI)

Outcome 3: Students will demonstrate an understanding of Mi'kmaq communities in the province.

Performance Indicators:

- ask questions and share information about where Mi'kmaw communities are located in Nova Scotia and the names of the communities (CT, COM, TF)
- create positive images (both print and digital) to convey learnings about modern Mi'kmaw communities in Nova Scotia from the point of view and perspective of Mi'kmaw community/people (COM, CT)

Outcome 4: Students will recognize that all people have needs and wants.

Performance Indicators:

- ask questions that help identify the difference between needs and wants (CT, COM, PCD)
- create positive images (both print and digital) to convey understandings that all people have wants and needs (COM, CZ, PCD, CI, TF)
- create, collaboratively, the criteria for wants and needs and compare and contrast wants and needs (CT, COM, PCD, CI)

Visual Arts 1

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, visual arts for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.

Performance Indicators:

- create artworks, individually and with others, to express emotion, feelings, and ideas using different kinds of lines, patterns, textures, colors, colour values, form, and space (COM, CI, CT, PCD)
- use a variety of materials, technologies, and unconventional tools to create their own artworks inspired by those examined (COM, CI, CT, PCD, CZ, TF)
- experiment with mixing primary colours to discover that they can make new colours, secondary colours, and a range of values from very light to very dark (CI, CT)

Outcome 2: Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:

- examine artworks found in their own community and those of others including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CT, CZ)
- observe and describe how the elements and principles of design were used to create artworks found in their community and culture (COM, CT, CZ)
- discuss the purpose/messages in the artwork of self and others, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups, using the language of art (COM, CT, CZ)

Outcome 3: Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making.

Performance Indicators:

- describe the decisions regarding the choice of materials and subject matter made when creating personal artworks (COM, CT, PCD, CI)
- discuss, using the language of art, what is appealing about a piece of their own artwork and the artwork of others, keeping in mind cultural values and traditions (COM, CT, PCD, CI)
- listen to and engage in conversations about their own and others artworks, respecting the efforts of all keeping in mind cultural values and traditions (COM, CT, PCD, CI, CZ)
- demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)

Grade 2

Health Education 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, health education for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will recognize the health benefits of active leisure and quiet leisure in having a healthy mind and a healthy body.

Performance Indicators:
- describe the benefits of physical activity on a healthy mind and a healthy body (PCD, COM, CT, CZ)
- demonstrate strategies that help them to cope with positive and negative emotions (COM, CT, PCD)
- engage in active play and quiet leisure activities (PCD)
- discuss the link between mental health and what they do in their leisure time (COM, PCD)

Outcome 2: Students will demonstrate empathy for others.

Performance Indicators:
- identify and discuss times when people need care and concern (PCD, COM, CT, CZ, CI)
- identify and demonstrate ways of showing respect and consideration to others (COM, CZ)
- use language that shows care and concern for another (PCD, COM, CZ)
- demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM)

Outcome 3: Students will demonstrate ways to be safe at school and in the community.

Performance Indicators:
- identify and discuss a variety of ways to play safe in school and community (PCD, COM, CT, CZ)
- identify and discuss what is personal information (PCD, COM, CT, CZ)
- identify and describe various scenarios in which it would be safe to share personal information and scenarios in which it would not be safe (PCD, COM, CT, CZ, TF)
- identify a safe adult who can help if asked to share personal information online (PCD, COM, CT, CZ, TF)

Information and Communication Technology 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, information and communication technology for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Digital Citizenship

Outcome 1: Students will be expected to work with the teacher to develop safe routines for using ICT responsibly, ensuring their own and others' health and safety.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 2: Students will be expected to demonstrate and show understanding of the responsible and appropriate use of information and communication technology while participating in and contributing to their local community.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 3: Students will be expected to begin to articulate the need to take care in providing personal information online and only share limited personal information with a teacher-approved audience.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 4: Students will be expected to begin to understand the ethical implication of using intellectual property and, with teacher assistance, create citations for work used, where needed.

Performance Indicators:
- Embedded throughout all curriculum areas.

Productivity

Outcome 5: Students will be expected to use, with teacher support, grade-appropriate digital tools to develop and represent learning, both individually and collaboratively.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- record information from investigations that use solutions made from simple substances, such as salt and sugar (CT, CI, COM, TF)
- observe evaporation and condensation in the environment (CT, CI, COM, TF)
- observe and describe the properties of familiar liquids and solids (CT, CI, COM, TF)
- report on the motion of constructed objects (CT, CI, COM, TF)

SOCIAL STUDIES
- discuss learnings/perceptions/ideas about changes and their reaction to changes in their lives through listening, speaking, and creating images (COM, CT, PCD, CI, TF)
- develop a plan, as a class or in small groups, to support a sustainability issue in the community (COM, CZ, TF, CI, PCD, TF)

VISUAL ARTS
- use a variety of materials and technologies to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)

Communication

Outcome 6: Students will be expected to use identified ICT environments, with teacher assistance, to share and exchange information and collaborate with others.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- identify and describe similarities and differences between life cycles of familiar animals (CT, CI, COM, TF)

SOCIAL STUDIES
- explain how individuals and groups have contributed to change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures groups in the province (COM, CT, CZ, CI, TF)
- discuss and share ideas (both print and digital) about how we make decisions as consumers through listening, speaking, creating images, and using simple words/phrases (COM, CZ, PCD, CI, TF)

- convey ideas/perceptions/understandings (both print and digital) about sustainable development and its importance through listening, speaking, and creating a visual (mindful of Mi'kmaw beliefs and practices in relation to the environment) (COM, CZ, PCD, CI, TF)

Research, Innovation, Problem Solving, and Decision Making

Outcome 7: Students will be expected to demonstrate, with assistance, several ways to locate specific information, images, or other digital media.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- ask questions about air and water in the environment (CT, CI, COM, TF, CZ)
- ask questions about animal growth (CT, CI, COM, TF, CZ)
- ask questions about the properties and interactions of familiar liquids and solids (CT, CI, COM, TF, CZ)
- ask questions about the movement of objects (CT, CI, COM, TF, CZ)

Outcome 8: Students will be expected to contribute field data entries or other records to a simple database or spreadsheet and, with teacher assistance, create charts or maps from the data.

Performance Indicators:

SCIENCE
- use equipment properly to collect data about air and water (CT, CI, COM, TF)
- make observations and record data about the life cycle and growth of animals, such as a mealworm, chick, and/or butterfly (CT, CI, COM, TF)
- make and record observations and inferences about the movement of various objects (CT, CI, COM, TF)
- record information from investigations that use solutions made from simple substances, such as salt and sugar (CT, CI, COM, TF)

Technology Operations and Concepts

Outcome 9: Students will be expected to
- use grade-appropriate ICT terminology
- follow verbal instructions and visual reminders to safely operate computers and digital devices

Performance Indicators:
- Embedded throughout all curriculum areas.

Integrated Language Arts 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, English language arts curriculum for grades primary to three has been streamlined. During integrated language arts time to learn, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Speaking and Listening

Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Performance Indicators:

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to gather further information
- describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details ([Teacher note: Be mindful of different communication styles.]
- express and explain opinions, and respond to questions of others
- sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step

Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- use social conventions, in a range of conversations and co-operative play situations (turn taking, politeness, when to speak and when to listen) in multiple cultural contexts
- use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations
- recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language dependent upon audience and purpose

Reading and Viewing

Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

STRATEGIC PROCESSING
- make minimal use of finger pointing when reading
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- monitor and self-correct with consistency
- read independently with increasing stamina
- use a variety of word-solving strategies
- use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right
- use a variety of text features to locate information (Table of Contents, index)
- predict on the basis of what makes sense, looks right, and sounds right
- read texts with understanding, within levels K–M through a variety of genres

VIEW WITH UNDERSTANDING (PRINT AND DIGITAL TEXT)
- use picture cues to support understanding
- retell a narrative, making reference to vocabulary, such as characters, problem, and solution
- explain understanding of fiction, non-fiction, and poetry texts orally
- talk about texts with reference to titles, authors, and illustrators
- demonstrate understanding within and beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- begin to infer meaning within and beyond a variety of culturally relevant texts
- begin to discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- demonstrate literal comprehension about and within culturally relevant texts
- begin to apply a variety of comprehension strategies to synthesize meaning of texts
- use before-, during-, and after-reading strategies with culturally relevant texts

SELECTING (PRINT AND DIGITAL TEXTS)
- talk about why particular texts are interesting to them
- talk about what makes a text just right** for them
- select just-right** texts with assistance, with growing independence
- talk about one or more favourite authors
- describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

**** being mindful of interests, background knowledge, and level**

FLUENCY (ACCURACY/AUTOMATICITY/PROSODY [RHYTHM AND INTONATION])
- use punctuation marks to guide intonation and expression
- begin to change the rate of reading, depending on the mood of the text

Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- begin to determine important information in a text
- discuss how they researched and found answers to their questions

Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- make meaningful personal connections that enhance comprehension
- share connections orally
- share opinions about the print and/or digital text orally
- ask questions of texts and make connections between the text and their world
- recognize different points of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- recognize different points of view

Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- express ideas in complete thoughts using simple and compound sentences
- label drawings to explain ideas/topics
- understand and begin to use readers'/listeners' comments to clarify meaning

Writing and Other Ways of Representing

Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- write a variety of poetry, fiction, and non-fiction texts
- explain the purpose for writing
- make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc.
- create and record questions, both in print and/or digital format
- write in both print and/or digital format an organized text with a beginning, middle, and end
- begin to select appropriate print and/or digital graphic organizers from several options
- recognize different points of view in own writing and the writing of others

Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- begin to choose forms of writing that are appropriate to specific purposes and audiences
- begin to include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently, to create writing
- use role plays to convey, enhance, and enrich meaning (other ways of representing)

Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF)

Performance Indicators:

WRITING PROCESSES

- prewriting
  - talk about the ideas they plan to write about
  - draw pictures to develop ideas for writing
  - choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws
- drafting
  - understand that writing is connected to prewriting
  - write on a single topic
  - begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive)
  - begin to include information that is relevant and purposeful for an intended audience
  - reread my writing to monitor meaning and message
- revision
  - make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details
- editing
  - use the word wall to check high-frequency words
  - begin to use simple self-editing checklists to edit for conventions
- proofreading
  - begin to use simple proofreading checklist
  - make final corrections against edited draft
- publishing / information sharing
  - publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

WRITING TRAITS

- ideas
  - write several sentences on a single, identifiable topic
  - elaborate on a topic
- organization
  - experiment with leads
  - experiment with sequencing (first, next, then, finally)
- language use (sentence fluency, word choice, voice)
  - use varied sentence beginnings
  - use simple sentences

  - begin to use transitional words and phrases
  - experiment with compound sentences (using “and” or “but”)
  - use concrete nouns and avoid words like “stuff” or “things”
  - use accurate verbs
  - use attribute words—colour, size, shape, texture
  - use multi-sensory words—hearing, smell
  - use comparison words that compare one thing to another—size, shape, texture
  - recognize voice through a broad range of texts
  - begin to demonstrate a unique voice in writing
  - demonstrate through writing a growing connection to audience
- writing conventions
  - use lower-case letters within words
  - use capitals for proper nouns (names or places and days/months) with guidance
  - begin to use commas in a date and series
  - begin to use periods and capitals correctly
  - use compound sentences (two simple sentences combined with a comma and conjunction)
  - demonstrate an awareness of when to use quotation marks

WORD STUDY (WORD WORK)

- use meaning, syntax patterns, and sound cues to spell words
- spell many high-frequency words conventionally
- use a range of spelling strategies
- use a variety of strategies to edit for spelling
- demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea)
- chunk words into syllables
- begin to use an appropriate short vowel in each syllable of a word
- begin to use apostrophes for contractions
- begin to use plurals and past tense
- sequence letters when spelling words
- use an increasing numbers of accurately spelled words
- apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings

Mathematics 2

During integrated mathematics time to learn, primary to three, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Number (N)

Outcome N01: Students will be expected to say the number sequence by
- 1s, forward and backward, starting from any point to 200
- 2s, forward and backward, starting from any point to 100
- 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100
- 10s, starting from any point, to 100

[C, CN, ME, R]

Performance Indicators:

N01.01 extend counting sequence (by 1s), forward and backward (COM, CT, CI)
N01.02 extend a given skip-counting sequence (by 2s, 5s, or 10s) forward and backward (COM, CT, CI)
N01.03 skip count by 10s, given any number as a starting point (COM, CT, CI)
N01.04 identify and correct errors and omissions in a given skip-counting sequence (COM, CT, CI)

N01.05 count a given sum of money with pennies, nickels, or dimes (to 100¢) (COM, CT, CI, CZ, PCD)
N01.06 count quantity using groups of 2s, 5s, or 10s and counting on (COM, CT, CI)

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

Performance Indicators:
N02.01 use concrete materials or pictorial representations (both print and digital) to determine if a given number is even or odd (COM, CT, CI, TF)
N02.02 identify even and odd numbers in a given sequence, such as on a hundred chart (COM, CT, CI)
N02.03 sort a given set of numbers as even numbers and odd numbers (COM, CT, CI)

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

Performance Indicators:
N03.01 indicate a position of a specific object in a sequence by using ordinal numbers up to tenth (COM, CT, CI)
N03.02 compare the ordinal position of a specific object in two different given sequences (COM, CT, CI)

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

Performance Indicators:
N04.01 represent a given number using concrete materials, such as ten-frames and base-ten materials (COM, CT, CI)
N04.02 represent a given number using coins (pennies, nickels, dimes, and quarters) (COM, CT, CI, CZ, PCD)
N04.03 represent a given number using tallies (COM, CT, CI)
N04.04 represent a given number pictorially (both print and digital) (COM, CT, CI, TF)
N04.05 find examples of a given number in the environment (COM, CT, CI, CZ, PCD)
N04.06 represent a given number using expressions (e.g., 24 + 6, 15 + 15, 40 – 10) (COM, CT, CI)
N04.07 read a number (0–100) given in symbolic or word form (COM)
N04.08 record in words a given number (0–20) (COM)
N04.09 record, symbolically, any number (0–100) (COM)

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

Performance Indicators:
N05.01 compare and order a given set of numbers in ascending or descending order and verify the result using a hundred chart, number line, ten-frames, or by making references to place value (COM, CT, CI, CZ, PCD)
N05.02 identify errors in a given ordered sequence (COM, CT, CI)
N05.03 identify missing numbers in a given hundred chart (COM, CT, CI)
N05.04 identify errors in a given hundred chart (COM, CT, CI)

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

Performance Indicators:

N06.01 estimate a given quantity by comparing it to a referent (known quantity) (COM, CT, CI, CZ, PCD)

N06.02 estimate the number of groups of ten in a given quantity using 10 as a referent (COM, CT, CI, CZ, PCD)

N06.03 select between two possible estimates for a given quantity and explain the choice (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

N07.01 explain and show with counters the meaning of each digit for a given two-digit numeral with both digits the same (COM, CT, CI)

N07.02 count the number of objects in a given set using groups of 10s and 1s, and record the result as a two-digit numeral under the headings of 10s and 1s (COM, CT, CI)

N07.03 describe a given two-digit numeral in at least two ways (COM, CT, CI)

N07.04 illustrate using ten-frames and diagrams that a given numeral consists of a certain number of groups of ten and a certain number of ones (COM, CT, CI, CZ)

N07.05 illustrate using proportional base-ten materials that a given numeral consists of a certain number of tens and a certain number of ones (COM, CT, CI, CZ)

N07.06 explain why the value of a digit depends on its placement within a numeral (COM, CT, CI)

N07.07 represent one unit if shown a pre-grouped model representing ten (COM, CT, CI)

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

Performance Indicators:

N08.01 add zero to a given number and explain why the sum is the same as the addend (COM, CT, CI)

N08.02 subtract zero from a given number and explain why the difference is the same as the given number (COM, CT, CI)

Outcome N09: Students will be expected to demonstrate an understanding of addition (limited to one- and two-digit numerals) with answers to 100 and the corresponding subtraction by

- using personal strategies for adding and subtracting with and without the support of manipulates
- creating and solving problems that involve addition and subtraction
- explaining and demonstrating that the order in which numbers are added does not affect the sum
- explaining and demonstrating that the order in which numbers are subtracted matters when finding a difference

[C, CN, ME, PS, R, V]

Performance Indicators:

N09.01 solve a given story problem of any type by modelling it with materials or a diagram (both print and digital), and write a number sentence that represents the thinking in the solution (COM, CT, CI, CZ, PCD, TF)

N09.02 solve a given story problem of any type by writing a number expression and combining the numbers to complete the number sentences (COM, CT, CI, CZ, PCD)

N09.03 match a number sentence to a given story problem (COM, CT, CI, CZ, PCD)

N09.04 create an addition or a subtraction number sentence and a story problem for a given solution (COM, CT, CI, CZ, PCD)
N09.05 model addition and subtraction using concrete materials or visual representations, and record the process symbolically (COM, CT, CI, CZ, PCD)
N09.06 add a given set of numbers in two different ways and explain why the sum is the same (COM, CT, CI, CZ, PCD)
N09.07 recognize and create equivalent addition and subtraction number sentences (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

N10.01 explain the mental mathematics strategy that could be used to determine basic addition facts.
- Doubles Facts
- Plus One Facts
- One-Apart (Near Doubles) Facts
- Plus Two Facts
- Plus Zero Facts
- Make-10 Facts
- Two-Apart Facts
- Plus Three Facts

(COM, CT, CI)
N10.02 use and describe a personal strategy for determining a sum to 18 (COM, CT, CI, CZ, PCD)
N10.03 quickly recall basic addition facts to 18 in a variety of contexts (COM, CT, CI, CZ, PCD)
N10.04 explain the think-addition strategy used to determine a basic subtraction fact (COM, CT, CI)
N10.05 use and describe a personal strategy for determining the subtraction facts (COM, CT, CI, CZ, PCD)

Patterns and Relations (PR)

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

Performance Indicators:

PR01.01 identify the core of a given repeating pattern (COM, CT, CI)
PR01.02 describe and extend a given double attribute pattern (COM, CT, CI)
PR01.03 create (both print and digital) a repeating non-numerical pattern and explain the rule (COM, CT, CI, TF)
PR01.04 predict an element of a given repeating pattern using a variety of strategies and extend the pattern up to the tenth element to verify the prediction (COM, CT, CI)
PR01.05 translate a repeating pattern from one mode to another (COM, CT, CI, CZ, PCD)
PR01.06 compare two given repeating patterns and describe how they are alike/different (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

PR02.01 identify and describe increasing patterns in a variety of given contexts (COM, CT, CI, CZ, PCD)
PR02.02 represent a given increasing pattern concretely and pictorially (both print and digital) (COM, CT, CI, CZ, PCD, TF)
PR02.03 identify errors in a given increasing pattern (COM, CT, CI)
PR02.04 explain the rule used to create a given increasing pattern (COM, CT, CI)
PR02.05 create an increasing pattern (both print and digital) and explain the pattern rule (COM, CT, CI, TF)
PR02.06 represent a given increasing pattern using another mode (COM, CT, CI, CZ, PCD)
PR02.07 solve a given problem using increasing patterns (COM, CT, CI, CZ, PCD)
PR02.08 identify and describe increasing patterns in the environment (COM, CT, CI, CZ, PCD)
PR02.09 determine missing terms in a given concrete, pictorial, or symbolic increasing pattern and explain the reasoning (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

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

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

Performance Indicators:

PR04.01 determine whether two sides of a given number sentence are equal (=) or not equal (≠). write the appropriate symbol and justify the answer (COM, CT, CI)
PR04.02 model equalities using a variety of concrete representations and record the equality (COM, CT, CI)
PR04.03 model inequalities using a variety of concrete representations and record the inequality (COM, CT, CI)

Measurement (M)

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

Performance Indicators:

M01.01 read a calendar (COM, CT, CZ, PCD)
M01.02 name and order the days of the week and months of the year (COM, CT, CZ, PCD)
M01.03 communicate the number of days in a week and the number of months in a year (COM, CT, CZ, PCD)
M01.04 solve a given problem involving time that is limited to the number of days in a week and the number of months in a year (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

M02.01 explain why one of two given non-standard units may be a better choice for measuring the length of an object (COM, CT, CI, CZ, PCD)
M02.02 explain why one of two given non-standard units may be a better choice for measuring the mass of an object (COM, CT, CI, CZ, PCD)
M02.03 select a non-standard unit for measuring the length or mass of an object and explain why it was chosen (COM, CT, CI, CZ, PCD)
M02.04 estimate the number of non-standard units needed for a given measurement task (COM, CT, CI, CZ, PCD)
M02.05 explain why the number of units of a measurement will vary depending upon the unit of measure used (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

M03.01 estimate, measure, and record the length, height, distance around, or mass of a given object using non-standard units (COM, CT, CI, CZ, PCD)
M03.02 compare and order the measure of two or more objects in ascending or descending order and explain the method of ordering (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

M04.01 explain why overlapping or leaving gaps does not result in accurate measures (COM, CT, CI, CZ, PCD)
M04.02 count the number of non-standard units required to measure the length of a given object using a single copy or multiple copies of a unit (COM, CT, CI)
M04.03 estimate and measure a given object using multiple copies of a non-standard unit and using a single copy of the same unit many times, and explain the results (COM, CT, CI, CZ, PCD)
M04.04 estimate and measure, using non-standard units, a given length that is not a straight line (COM, CT, CI, CZ, PCD)

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

Performance Indicator:

M05.01 measure a given object, change the position, remeasure, and explain the results (COM, CT, CI, CZ, PCD)

Geometry (G)

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

Performance Indicators:

G01.01 determine the differences between two given presorted sets and explain the sorting rule (COM, CT, CI)

G01.02 identify and name two common attributes of items within a given sorted group (COM, CT, CI)

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

G01.04 sort a given set of 3-D objects according to two attributes and explain the sorting rule (COM, CT, CI)

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

Performance Indicators:

G02.01 sort a given set of 3-D objects and explain the sorting rule (COM, CT, CI)

G02.02 identify common attributes of cubes and other prisms, spheres, cones, cylinders, and pyramids from given sets of the same 3-D objects (COM, CT, CI)

G02.03 identify and describe given 3-D objects with different dimensions (COM, CT, CI)

G02.04 identify and describe given 3-D objects with different positions (COM, CT, CI)

G02.05 create and describe a representation of a given 3-D object using materials such as modelling clay (COM, CT, CI)

G02.06 identify and name examples of cubes and other prisms, spheres, cones, cylinders, and pyramids found in the environment (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

G03.01 sort a given set of 2-D shapes and explain the sorting rule (COM, CT, CI)

G03.02 identify common attributes of triangles, squares, rectangles, and circles from given sets of the same type of 2-D shapes (COM, CT, CI)

G03.03 identify given 2-D shapes with different dimensions (COM, CT, CI)

G03.04 identify given 2-D shapes with different positions (COM, CT, CI)

G03.05 identify and name examples of triangles, squares, rectangles, and circles found in the environment (COM, CT, CI, CZ, PCD)

G03.06 create a model to represent a given 2-D shape (COM, CT, CI)

G03.07 create a pictorial representation of a given 2-D shape (COM, CT, CI)

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

Performance Indicators:

G04.01 compare and match a given 2-D shape, such as a triangle, square, rectangle, or circle, to the faces of 3-D objects in the environment (COM, CT, CI, CZ, PCD)

G04.02 name the 2-D faces of a given 3-D object (COM, CT, CI)

Statistics and Probability (SP)

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

Performance Indicators:

SP01.01 formulate a question that can be answered by gathering information about self and others (COM, CT, CI, CZ, PCD)

SP01.02 organize data as it is collected using concrete objects, tallies, check marks, charts, or lists (COM, CT, CI, CZ, PCD)

SP01.03 answer questions using collected data (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

SP02.01 determine the common attributes of concrete graphs by comparing a given set of concrete graphs (COM, CT, CI)

SP02.02 determine the common attributes of pictographs by comparing a given set of pictographs (COM, CT, CI)

SP02.03 answer questions pertaining to a given concrete graph or pictograph (COM, CT, CI, CZ, PCD)

SP02.04 create a concrete graph to display a given set of data and draw conclusions (COM, CT, CI, CZ, PCD)

SP02.05 create a pictograph to represent a given set of data using one-to-one correspondence (COM, CT, CI, CZ, PCD)

SP02.06 solve a given problem by constructing and interpreting a concrete graph or pictograph (COM, CT, CI, CZ, PCD)

Music 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, music for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- move to beat and rhythm in simple and compound meter with varying tempi—*adagio*, *andante*, *allegro* (PCD, COM, CI, CT)
- move in space(s)—free, circle, lines, partner—with increasing difficulty (PCD, COM, CI, CT)
- perform rhythmic activities using voice, body percussion (clap, patsch, tap, step, snap), and non-pitched percussion using *ta*, *ti-ti*, *ta-rest*, *tie*, *too-oo* (half note), *too-oo-rest* (half rest), *toe* (whole note), *toe-rest* (whole rest) (| ⊓ 𝄽 ‿ 𝅗𝅥 𝄼 𝅝 𝄻) (COM, CI, CT)
- improvise and create using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT)
- identify $\frac{2}{4}$ and $\frac{4}{4}$ meter (COM, CI, CT)
- create, notate, and perform all known rhythmic and metric concepts using adapted and/or standard notation (PCD, COM, CI, CT)
- record dictated four-beat rhythm patterns using all known rhythmic concepts (COM, CI, CT)
- express how rhythm, meter, and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 2: Students will perform, listen to, create, and reflect on melody and pitch using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- identify by sound and sight, sing, and hand-sign *l s m r d* (COM, CI, CT)
- read known *l s m r d* songs from staff notation in the keys of F, G, and C (PCD, COM, CT)
- sing a variety of songs with emphasis on the $d^{|}$ l s m r d $l_{|}$ $s_{|}$ (extended pentatonic) tone set in an appropriate range (C to $E^{|}$) in simple and compound meter (COM, CI, CT)
- sing in-tune, alone and with others (CZ, PCD, CI, CT)
- improvise and create using voice and pitched percussion in the pentatonic tone set (CZ, PCD, COM, CI, CT)
- echo sing, use inner hearing, and sing individually/with a group *l s m r d* (COM, CI, CT)
- express how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 3: Students will perform, listen to, create, and reflect on texture and harmony using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- create textures using expressive sounds to represent words and ideas within songs, poems, and stories (CZ, PCD, COM, CI, CT)
- perform simple melodic ostinati (e.g., bordun) (CZ, PCD, COM, CI, CT)
- perform rhythmic ostinati while singing (e.g., hand jive, body percussion) (CZ, PCD, COM, CI, CT)
- perform and create simple two-part rhythmic phrases (CZ, PCD, COM, CI, CT)
- explore simple rounds (movement, singing, instrument) (CZ, PCD, COM, CI, CT)
- express how texture and harmony can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 4: Students will perform, listen to, create, and reflect on form using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- draw a line in the air to show phrases while singing and listening (COM, CI, CT)
- identify and use repeat sign (COM, CI, CT)
- identify, perform, listen to, and create a variety of AB patterns and simple rondo (e.g., ABACA) using voice, movement, and/or instruments (PCD, COM, CI, CT)
- express how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 5: Students will perform, listen to, create, and reflect on the elements of musical expression using voice, movement, and instruments to convey feelings, ideas, and understandings.

Performance Indicators:
- identify expressive terms—*piano* (*p*)/ *forte* (*f*), gradually louder / gradually softer, smooth/jagged (COM, CT)
- distinguish various timbres including voice, body percussion, classroom instruments, found/non-traditional sounds, electronic sounds, and instrument families (woodwind, brass, percussion, strings, keyboard) (COM, CI, CT, T)
- evaluate and apply the expressive use of all elements of music using voices and instruments (COM, CI, CT)
- identify reasons for creating music (PCD, CZ, COM, CI, CT)
- express how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 6: Students will explore and reflect on a range of music from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:
- listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT)
- describe and share music encountered at school, home, and in the broadening community (CZ, PCD, COM, CI, CT)

- make connections between music and the other arts with emphasis on visual imagery (CZ, PCD, COM, CI, CT)
- express that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT)

Physical Education 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, physical education for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

Performance Indicators:

- identify four of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping (PCD)
- participate in activities that support body weight that improve physical fitness (crab walk, planks, modified push-ups) (PCD)
- demonstrate flexibility through a full range of motion (full arm circles, forward bend, hands to toes) (PCD)
- participate in physical activities that enhance body composition and help maintain a healthy body (PCD)

Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.

Performance Indicators:

- begin to use cues independently and from others to improve motor skills and movement patterns (COM)
- begin to use practice and persistence to learn a new skill (PCD)
- begin to discuss feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD)

Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.

Performance Indicators:

- write about the connections between the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD)
- begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CT)
- practice and perform dance skills using combinations (CI, PCD)
- create and perform, alone or with others, a sequence of fundamental movement skill combinations showing a variety of movement concepts (CI)
- develop and refine created sequences using feedback from the teacher and/or peers on the smoothness and flow of transitions (COM)

- perform rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional diverse cultures (COM, CI, CZ)

Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.

Performance Indicators:
- identify how many body parts they can name that could be used for bases of support while balancing (COM)
- create and perform balances with a partner (CI, CZ)
- begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CI)
- use performance cues from teacher and peers to demonstrate understanding of language related to gymnastics skills and concepts (COM)
- create a movement story of locomotor and non-locomotor movements, alone or with a partner, with teacher-given criteria that includes different pathways, directions, and movement skills (COM, CI)
- using feedback from teacher and/or peers refine created sequences to reflect smoothness and flow of transitions from one movement to another (COM, CT, PCD)
- perform a variety of movements using various pieces of equipment and available objects to demonstrate an understanding of relationships (e.g., on top of, under, beside) (COM, CI, CT)

Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.

Performance Indicators:
- demonstrate sending objects while stationary and moving (e.g., underhand throw, sidearm throw, overhand throw, bounce pass, kicking) (CI, PCD)
- demonstrate receiving objects while stationary and moving (e.g., above waist, below the waist, feet) (CI, PCD)
- receive a ball that rebounds off a wall, gradually moving further from the wall (PCD)
- explore striking an object with hands and short-handled implements using a side-arm strike (PCD)
- use a variety of locomotor skills when playing co-operative games and activities (PCD)
- use a variety of manipulative skills when playing co-operative activities and games. (PCD)
- recognize that physical activities have different components (e.g., boundaries, change pathways) (CT, PCD)
- use performance cues to demonstrate sending, receiving, and striking objects (COM, CT)
- develop basic short jump-rope skills (PCD)

Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

Performance Indicators:
- plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting, both in cold and warm weather (PCD)
- use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, skating, snowshoeing, making snow angels, building snow figures) (PCD)

- participate in a variety of age-appropriate and developmentally appropriate yoga poses, Zumba, circuit training, martial arts, etc. (PCD)
- explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD)
- participate in navigation skills in orienteering (e.g., White Course to follow set courses with or without simple maps) (COM, CZ, PCD, TF)

Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

Performance Indicators:
- apply skill-specific feedback to their practice (CT)
- respond accordingly when constraints have been placed on an activity (e.g., sharper turns, more dynamic stability movements, slow down) (CT)
- choose from a variety of strategies to increase chances of success in physical activities (e.g., move closer to a target to increase the likelihood of success when sending an object) (CT, PCD)
- select different ways to be physically active in relation to their culture (CZ, PCD)
- discuss and practice ways to solve problems when moving among other people (CT)
- choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.

Performance Indicators:
- begin to use cues independently to improve motor skills and movement patterns (COM)
- ask the teacher for help only when needed (COM)
- demonstrate the ability to co-operate in a group activity (share ideas, listen to others, try completing a task using a different solution) (CZ, PCD)
- use words to describe personal feelings (COM)
- begin to share feelings associated with experiences in physical activities (COM)
- understand how their choices affect others (CZ)
- write about the connections between the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD)

Outcome 9: Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

Performance Indicators:
- begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CT, PCD)
- demonstrate behaviours that help others (e.g., sharing, play safely, kindness) (CZ, PCD)
- begin to independently apply safe practices, rules, and procedures (CT, CZ)
- independently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., work well with others, follow the rules of the activity) (CZ, PCD)
- demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF)
- describe and demonstrate respect for the natural environment when participating in outdoor movement activities (CZ, PCD)
- begin to apply safe and healthy practices at home, at school, and in the community (CZ, PCD)

Science 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, science for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Earth and Space Science: Air and Water in the Environment

Outcome 1: Students will investigate air and water in the environment.

Performance Indicators:
- ask questions about air and water in the environment (CT, CI, COM, TF, CZ)
- observe evaporation and condensation in the environment (CT, CI, COM, TF)
- explain how air moves, giving examples (CT, CI, COM)
- use equipment properly to collect data about air and water (CT, CI, COM, TF)

Life Science: Animal Growth and Changes

Outcome 2: Students will compare, in detail, stages in the life cycle of animals.

Performance Indicators:
- ask questions about animal growth (CT, CI, COM, TF, CZ)
- make observations and record data about the life cycle and growth of animals, such as a mealworm, chick, and/or butterfly (CT, CI, COM, TF)
- identify and describe similarities and differences between life cycles of familiar animals (CT, CI, COM, TF)
- describe features of natural and human-made environments that support the health and growth of some familiar animals (CT, CI, COM, PCD, CZ)

Physical Science: Chemistry—Liquids and Solids

Outcome 3: Students will investigate the properties and interactions of familiar liquids and solids.

Performance Indicators:
- ask questions about the properties and interactions of familiar liquids and solids (CT, CI, COM, TF, CZ)
- observe and describe the properties of familiar liquids and solids (CT, CI, COM, TF)
- create solutions made from simple substances (CT, CI, COM)
- record information from investigations that use solutions made from simple substances, such as salt and sugar (CT, CI, COM, TF)

Physical Science: Motion

Outcome 4: Students will investigate the positions of objects relative to other objects in terms of patterns of movement.

Performance Indicators:

- ask questions about the movement of objects (CT, CI, COM, TF, CZ)
- make and record observations and inferences about the movement of various objects (CT, CI, COM, TF)
- describe how objects move as a result of a variety of factors (CT, CI, COM)
- report on the motion of constructed objects (CT, CI, COM, TF)
- design a fair test on the motion of constructed objects (CI, CT, COM)

Social Studies 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, social studies for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will describe changes in their lives and their reactions to these changes.

Performance Indicators:
- identify types of changes that can occur in life (CT, COM, CZ, PCD)
- discuss learnings/perceptions/ideas about changes and their reaction to changes in their lives through listening, speaking, and creating images (COM, CT, PCD, CI, TF)
- ask questions about changes and why they may occur in family or community (COM, CT, CZ, PCD)

Outcome 2: Students will demonstrate an understanding of how individuals and cultural groups have contributed to change, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.

Performance Indicators:
- ask questions regarding individuals or groups that have contributed to positive change in their school or their community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (CT, COM, PCD, CZ)
- explain how individuals and groups have contributed to change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (COM, CT, CZ, CI, TF)

Outcome 3: Students will give examples of how we make decisions as consumers.

Performance Indicators:
- ask questions about how people make decisions to purchase an item (CT, COM, PCD)
- discuss and share ideas (both print and digital) about how we make decisions as consumers through listening, speaking, creating images, and using simple words/phrases (COM, CZ, PCD, CI, TF)
- create criteria to determine why someone may purchase an item (CT, COM, PCD)

Outcome 4: Students will demonstrate an understanding of sustainable development and its importance to communities (local).

Performance Indicators:
- ask questions about sustainable development, and identify a sustainable topic/issue (CT, COM, CZ, PCD)

- convey ideas/perceptions/understandings (both print and digital) about sustainable development and its importance through listening, speaking, and creating a visual [Teacher note: Be mindful of Mi'kmaw beliefs and practices in relation to the environment.] (COM, CZ, PCD, CI, TF)
- develop a plan, as a class or in small groups, to support a sustainability issue in the community (COM, CZ, TF, CI, PCD, TF)

Visual Arts 2

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, visual arts for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.

Performance Indicators:
- create artworks, individually and with others, to express feelings, ideas, and understandings with an emphasis on line, colour, value, shape, texture, space, and form (COM, CI, CT, PCD)
- create artworks demonstrating influence from their personal, social, spiritual, cultural, community, and/or physical environments (COM, CI, CT, PCD, CZ)
- use a variety of materials and technologies to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)

Outcome 2: Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:
- examine and discuss the elements and principles of design in artworks from various cultures, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups, describing their purpose (COM, CI, CT, PCD, CZ)
- observe the diverse range of art in the natural and human-made environments to find and identify the elements and principles of design (COM, CI, CT, PCD, CZ)
- explore function and purpose of art across a variety of cultures, including their own (COM, CI, CT, PCD, CZ)

Outcome 3: Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making.

Performance Indicators:
- share and discuss their own artworks in terms of what appeared to be successful, and what they might change next time in relation to materials and subject matter (COM, CI, CT, PCD, CZ)
- listen to, engage in conversations, and respect the opinions of others that may be different than their own (COM, CI, CT, PCD, CZ)
- discuss their own and others' artworks using the language of art (COM, CI, CT, PCD, CZ)
- demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)

Grade 3

Gaelic 3–9

General Curriculum Outcomes

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

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

LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING

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

***AIRE AIR CULTUR* / CULTURAL AWARENESS**

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

Specific Curriculum Outcomes

Còmhradh agus Eisteachd / Speaking and Listening

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self
KSCO 2: demonstrate an understanding of and convey basic information about common topics
KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

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

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home and Community

Students will be expected to

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

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences
11.2 share personal reflections

Leughadh agus Sgrìobhadh / Reading and Writing

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 12: identify familiar words and expressions in print

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension
KSCO 14: read and respond to texts consisting of language from a familiar context

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

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)
14.2 revise and correct texts using a checklist

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 15: read familiar texts to extract specific information
KSCO 16: read and write to respond to texts using more complex structures
KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources
15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text
16.2 demonstrate comprehension through written response

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

Aire air Cultur / Cultural Awareness

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

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

18.1 recognize and celebrate cultural diversity in the classroom/school
18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*")
18.3 participate in song, music, dance, storytelling, and lore of the Gael

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

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

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaq, Gaelic, African Nova Scotian, Ukrainian, Irish)
19.2 research and examine the origins of the Gaels in Nova Scotia
19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

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

20.1 recognize and acknowledge diversity in the global Gaelic community
20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries
20.3 express and interpret the culture of the Gaels through the fine arts

Health Education 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, health education for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will recognize, discuss and identify decisions that affect physical, social, mental, and emotional health.

Performance Indicators:
- make a healthy decision and describe its effect on their physical, social, mental, and emotional health (PCD, COM, CT, CI, CZ)
- compare and contrast choices and their consequences (e.g., possible choices—healthy foods, physical activity, helmets, screen time) (PCD, COM, CT, CI, CZ)
- identify where foods come from and how they are produced (PCD, COM, CT, CZ, TF)
- compare, contrast, and sort foods that are healthy versus less healthy foods (PCD, COM, CT, CZ)
- make healthy decisions based upon the analysis of the media (PCD, COM, CT, CI, CZ)

Outcome 2: Students will communicate ways to manage difficulties in friendship.

Performance Indicators:
- identify and discuss issues that can present challenges in friendships (PCD, COM, CT, CZ, CI)
- compare and contrast actions that contribute to maintaining friendships with those that do not (PCD, COM, CT, CZ, CI)
- demonstrate the use of interpersonal skills to solve issues within friendships (PCD, COM, CT, CZ, CI)
- demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM)

Outcome 3: Students will ask for help in unsafe risk scenarios.

Performance Indicators:
- identify and discuss a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (PCD, COM, CT, CZ, CI, TF)
- identify and demonstrate ways to ask a safe adult for help in unsafe scenarios (PCD, COM, CT, CZ, CI, TF)
- identify and discuss stereotypes and prejudices within media messages (PCD, COM, CT, CI, CZ)

Information and Communication Technology 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, information and communication technology for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Digital Citizenship

Outcome 1: Students will be expected to demonstrate safe routines for using ICT responsibly, ensuring their own and others' health and safety.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 2: Students will be expected to use information and communication technology appropriately and responsibly, with teacher assistance, to address opportunities for the development of active local and global citizenship.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 3: Students will be expected to articulate the need to take care in providing personal information online, and share personal information only with teacher approval.

Performance Indicators:
- Embedded throughout all curriculum areas.

Outcome 4: Students will be expected to use the intellectual property of others and write simple citations for works used.

Performance Indicators:
- Embedded throughout all curriculum areas.

Productivity

Outcome 5: Students will be expected to select and use, with teacher support, grade-appropriate digital tools to develop and represent learning for various purposes, both individually and collaboratively.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- use magnets to construct a functioning or working product that can be used for a purpose (e.g., toy, game, decoration, jewellery) (CT, CI, COM, CZ, PCD, TF)

VISUAL ARTS
- use a variety of materials, technologies, and tools to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)

Communication

Outcome 6: Students will be expected to use identified ICT environments to share and exchange information and collaborate with others for a variety of purposes.

Performance Indicators:

SCIENCE
- observe and describe the composition of a variety of soil samples, sand, loam, clay, and gravel (CT, CI, COM, TF)
- observe and describe how living things affect and are affected by soil (CT, CI, COM, TF)
- observe and describe how living things affect and are affected by plants (CT, CI, COM, TF)
- observe and describe various structures both natural and built (CT, CI, COM, TF CZ)

VISUAL ARTS
- share and discuss their own and others' artworks, using the language of art and posing questions about artist choice and intent (COM, CI, CT, PCD, CZ)

Research, Innovation, Problem Solving, and Decision Making

Outcome 7: Students will be expected to demonstrate how to locate specific information, images, or other digital media.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- ask questions about the properties of soil (CT, CI, COM, TF, CZ)
- ask questions about plant growth (CT, CI, COM, TF, CZ)
- ask questions about materials and structures (CT, CI, COM, TF, CZ)
- ask questions about invisible forces (CT, CI, COM, TF, CZ)

SOCIAL STUDIES
- gather information about the location of the province in relation to the Atlantic Canadian region (CT, COM, TF)
- deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional diverse cultures (CT, COM, PCD)
- generate ideas for an action plan to promote positive action among people that includes research and inquiry in regards to people and cultures in the province, including Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups (CT, COM, CZ, PCD, CI)

VISUAL ARTS
- explore art images throughout history and in different cultures to compare how artists create art to communicate ideas, feelings, and understandings (COM, CI, CT, PCD, CZ)

Outcome 8: Students will be expected to create and analyze electronic charts, maps, and graphs to predict patterns and relationships in information and to support decision making.

Performance Indicators:

INTEGRATED LANGUAGE ARTS / INTEGRATED MATHEMATICS
- No indicators have been provided for English language arts and mathematics as the ICT outcomes have been embedded throughout these courses.

SCIENCE
- make and test predictions, and record observations about materials that can be magnetized or attracted by magnets (CT, CI, COM, TF)

SOCIAL STUDIES
- describe my province's location (both print and digital) in relation to the significant bodies of water surrounding it (COM, CT)

Technology Operations and Concepts

Outcome 9: Students will be expected to
- use grade-appropriate ICT terminology
- safely operate computers and digital devices

Performance Indicators:
- Embedded throughout all curriculum areas.

Integrated Language Arts 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, English language arts curriculum for grades primary to three has been streamlined. During integrated language arts time to learn, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Speaking and Listening

Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Performance Indicators:

- demonstrate effective active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to consolidate information
- describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details [Teacher note: Be mindful of different communication styles.]
- express and explain opinions, and respond to questions and reactions of others
- use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step with increased complexity

Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts
- choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
- use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language as appropriate to audience and purpose
- use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose

Reading and Viewing

Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

STRATEGIC PROCESSING
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct)
- monitor and self-correct quickly, confidently, and independently with automaticity
- read independently with stamina
- apply a variety of word-solving strategies
- use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency
- use text features to gather information and support comprehension (captions, diagrams, maps)
- read texts with understanding, at level P or beyond, through a variety of genres

VIEW WITH UNDERSTANDING (PRINT AND DIGITAL TEXT)
- use picture cues to support understanding
- retell a narrative, making reference to vocabulary, such as characters, problem, solution
- explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading
- demonstrate comprehension—thinking within, thinking about, and thinking beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- infer meaning within and beyond a variety of texts
- discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- use before-, during-, and after-reading strategies

SELECTING (PRINT AND DIGITAL TEXTS)
- recognize growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction (information text, biography, procedural text), and poetry
- talk about what makes a text just right** for them
- select just-right** texts for independent reading
- explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

****being mindful of interests, background knowledge, and level**

FLUENCY (ACCURACY/AUTOMATICITY/PROSODY [RHYTHM AND INTONATION])
- uses punctuation marks effectively to convey meaning
- change the rate of reading depending on the mood of the text
- chunk words into phrases to sound like talking
- change expression for dialogue when signalled by words such as “screamed,” “whispered,” and “murmured”

Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- generate higher-level thinking questions ("in the head" versus "in the text")
- use key words in a search engine to locate information electronically
- discuss how they researched and found answers to their questions

Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- make meaningful personal connections that enhance comprehension
- share connections orally and/or in writing
- share opinions about the print and/or digital text and give reasons for those opinions in a variety of contexts
- ask critical-thinking questions such as, Who/what group is included/considered/represented in this text?
- identify the point of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- give opinions about information in or message of a print and/or digital text based on a personal point of view
- identify examples of stereotyping, bias, or prejudice
- recognize different points of view

Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- express ideas in complete thoughts using simple, compound, and complex sentences
- label and define drawings to explain ideas/topics
- understand and apply readers'/listeners' comments to clarify meaning

Writing and Other Ways of Representing

Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:
- write a variety of poetry, fiction, and non-fiction texts
- explain the purpose for writing
- write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc.
- create and record questions, both in print and/or digital format
- write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion

- select appropriate print and digital graphic organizers from several options
- begin to make their own print and digital graphic organizers to plan their writing

Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD)

Performance Indicators:

- choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive)
- include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently to create writing
- use role plays to convey, enhance, and enrich meaning (other ways of representing)

Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF)

Performance Indicators:

WRITING PROCESSES

- prewriting
  - talk about the ideas they plan to write about
  - draw pictures to develop ideas for writing
  - choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)
  - create jot notes for research writing
- drafting
  - recognize that writing is reflective of prewriting
  - write on a single topic, with a beginning, middle, and end; some elaboration and organization
  - reread their writing to monitor meaning and message
- revision
  - make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like)
  - begin to use a thesaurus
- editing
  - use the word wall and personal spelling references to check high-frequency words
  - use self-editing checklists to edit for grade-level conventions
- proofreading
  - use a co-created anchor chart of proofreading strategies
  - conduct a final reread of their draft before publishing
- publishing / information sharing
  - publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

WRITING TRAITS

- ideas
  - write about specific topics with elaboration
  - begin to experiment with dialogue
- organization

  - experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text
  - develop a sense of flow throughout a piece of writing
  - experiment with effective leads
  - experiment with transitional words (in the morning, later that day, etc.)
  - experiment with conclusions
- language use (sentence fluency, word choice, voice)
  - use a variety of sentence beginnings (including people's names)
  - use transitional words and phrases
  - use a variety of simple and compound sentences
  - use concrete nouns
  - use precise verbs
  - use multi-sensory details
  - use comparison words
  - begin to demonstrate a unique, energetic voice in writing
  - recognize voice through a comprehensive range of texts
  - demonstrate through writing a connection to audience
- writing conventions
  - use proper page margins
  - use lower-case letters within words
  - use capitals for proper nouns (names or places and days/months)
  - use a comma in a date and series
  - edit for end punctuation and capitals
  - use compound sentences (two simple sentences combined with a comma and conjunction)
  - begin to use apostrophes for singular possessives and contractions
  - begin to use quotation marks (simple quote)
  - begin to use new paragraphs when starting a new idea/topic
  - use verb tense correctly

WORD STUDY (WORD WORK)

- demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words
- use increasing numbers of accurately spelled high-frequency words
- use meaning and syntax patterns as well as sound cues to spell words
- use a range of spelling strategies with independence
- begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow)
- begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency
- use apostrophes for contractions
- begin to use possessives
- begin to consider meanings of homophones
- begin to use double consonants when necessary
- use plurals and past tense consistently
- spell many words conventionally

Mathematics 3

During integrated mathematics time to learn, primary to three, teachers will explicitly instruct students in this subject and integrate other subjects, where appropriate.

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Number (N)

Outcome N01: Students will be expected to say the number sequence forward and backward by
- 1s through transitions to 1000
- 2s, 5s, 10s, or 100s, using any starting point to 1000
- 3s, using starting points that are multiples of 3 up to 100
- 4s, using starting points that are multiples of 4 up to 100
- 25s, using starting points that are multiples of 25 up to 200

[C, CN, ME]

Performance Indicators:

N01.01 extend the number sequence by 1s, particularly through transition from decade to decade and century to century (COM, CT)

N01.02 extend a given skip counting sequence by 2s, 5s, 10s, or 100s, forward and backward, using a given starting point (COM, CT)

N01.03 extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3 up to 100 (COM, CT)
N01.04 extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4 up to 100 (COM, CT)
N01.05 extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25 up to 200 (COM, CT)
N01.06 identify and correct errors and omissions in a given skip counting sequence (COM, CT, CI)
N01.07 determine the value of a given set of coins (nickels, dimes, quarters, and loonies) by using skip counting (COM, CT, CI, CZ, PCD)
N01.08 identify and explain the skip counting pattern for a given number sequence (COM, CT, CI)

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

Performance Indicators:
N02.01 read a given three-digit numeral without using the word "and" (COM)
N02.02 read a given number word (0 to 1000) (COM)
N02.03 represent a given number as an expression (COM, CT, CI)
N02.04 represent a given number concretely and pictorially (both print and digital) in a variety of ways (COM, CT, CI, TF)
N02.05 write number words for given multiples of ten to 90 (COM)
N02.06 write number words for given multiples of a hundred to 900 (COM)
N02.07 record numerals for numbers expressed orally, concretely, or pictorially (both print and digital) (COM, CT, TF)

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

Performance Indicators:
N03.01 place a given set of numbers in ascending or descending order and verify the result using a number chart or other models (COM, CT)
N03.02 create as many different three-digit numerals as possible, given three different digits and place the numbers in ascending or descending order (COM, CT, CI)
N03.03 identify errors in a given ordered sequence (COM, CT, CI)
N03.04 identify missing numbers in parts of a given number chart and on a number line (COM, CT, CI)
N03.05 identify errors in a given number chart and on a number line (COM, CT, CI)
N03.06 place numbers on a number line containing benchmark numbers for the purpose of comparison (COM, CT, CI)
N03.07 compare numbers based on a variety of methods, and record the comparison using words and symbols (=, >, and <) (COM, CT, CI)

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

Performance Indicators:
N04.01 estimate the number of groups of ten in a given quantity using 10 as a referent (known quantity) (COM, CT, CI, CZ, PCD)
N04.02 estimate the number of groups of a hundred in a given quantity using 100 as a referent (COM, CT, CI, CZ, PCD)
N04.03 estimate a given quantity by comparing it to a referent (COM, CT, CI, CZ, PCD)

N04.04 select an estimate for a given quantity by choosing among three possible choices (COM, CT, CI, CZ, PCD)
N04.05 select and justify a referent for determining an estimate for a given quantity (COM, CT, CI, CZ, PCD)

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

Performance Indicators:
N05.01 record, in more than one way, the number represented by given proportional and non-proportional concrete materials in traditional and non-conventional formats (COM, CT, CI, CZ, PCD)
N05.02 represent a given number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent (e.g., 351 can be represented as three 100s, five 10s, and one 1s; or two 100s, fifteen 10s, and one 1s; or three 100s, four 10s, and eleven 1s) (COM, CT, CI, CZ, PCD)
N05.03 record a given number in additive expanded form (COM, CT, CI)
N05.04 record a number represented by base-ten blocks arranged in a non-conventional format (COM, CT, CI)

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

Performance Indicators:
N06.01 explain mental mathematics strategies that could be used to determine a sum
- Ten and some more
- Tens and some more
- Quick addition
- Addition facts to 10 applied to multiples of 10
- Addition on the hundred chart
- Adding on
- Make ten
- Compensation
- Compatible numbers

(COM, CT, CI)
N06.02 use and describe a personal strategy for determining a sum (COM, CT, CI, CZ, PCD)
N06.03 determine a sum of two two-digit numerals efficiently, using mental mathematics strategies (COM, CT, CI, CZ, PCD)

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

Performance Indicators:
N07.01 explain mental mathematics strategies that could be used to determine a difference
- Facts with minuends of 10 or less applied to multiples of 10
- Quick subtraction
- Subtraction on the hundred chart
- Compensation
- Back through ten

(COM, CT, CI)

N07.02 use and describe a personal strategy for determining a difference (COM, CT, CI, CZ, PCD)
N07.03 determine a difference of two two-digit numerals efficiently, using mental mathematics strategies (COM, CT, CI, CZ, PCD)

Outcome N08: Students will be expected to apply estimation strategies to predict sums and differences of one-, two-, and three-digit numerals in a problem-solving context. [C, ME, PS, R]

Performance Indicators:
N08.01 explain estimation strategies that could be used to determine an approximate sum or difference (COM, CT, CI, CZ, PCD)
N08.02 use and describe a strategy for determining an estimate (COM, CT, CI, CZ, PCD)
N08.03 estimate the solution for a given story problem involving the sum or difference of up to two three-digit numerals (COM, CT, CI, CZ, PCD)

Outcome N09: Students will be expected to demonstrate an understanding of addition and subtraction of numbers (limited to one-, two-, and three-digit numerals) with answers to 1000 by
- using personal strategies for adding and subtracting with and without the support of manipulatives
- creating and solving problems in context that involve addition and subtraction of numbers concretely, pictorially, and symbolically

[C, CN, ME, PS, R]

Performance Indicators:
N09.01 model the addition of two or more given numbers using concrete or visual representations and record the process symbolically (COM, CT, CI, CZ, PCD)
N09.02 model the subtraction of two given numbers using concrete or visual representations and record the process symbolically (COM, CT, CI, CZ, PCD)
N09.03 create an addition or subtraction story problem for a given solution (COM, CT, CI, CZ, PCD)
N09.04 determine the sum of two given numbers using a personal strategy (e.g., for 326 + 48, record 300 + 60 + 14) (COM, CT, CI, CZ, PCD)
N09.05 determine the difference of two given numbers using a personal strategy (e.g., for 127 – 38, record 127 – 20 – 10 – 8) (COM, CT, CI, CZ, PCD)
N09.06 solve a given problem involving the sum or difference of two given numbers (COM, CT, CI, CZ, PCD)

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

Performance Indicators:
N10.01 describe a mental mathematics strategy that could be used to determine a given basic addition fact up to 9 + 9 (COM, CT, CI)
N10.02 explain how the commutative (order-doesn't-matter) property and the identity (no-change-with-zero) property can assist in addition fact learning (COM, CT, CI)
N10.03 describe a mental mathematics strategy that could be used to determine a given basic subtraction fact with minuends up to 18 and subtrahends up to 9 (COM, CT, CI)
N10.04 recognize which facts could be determined by a given strategy (COM, CT, CI, CZ, PCD)
N10.05 quickly recall basic addition facts to 18 and related subtraction facts in a variety of contexts (COM, CZ, PCD)

Outcome N11: Students will be expected to demonstrate an understanding of multiplication to 5 × 5 by
- representing and explaining multiplication using equal grouping and arrays
- creating and solving problems in context that involves multiplication
- modelling multiplication using concrete and visual representations and recording the process symbolically
- relating multiplication to repeated addition
- relating multiplication to division

[C, CN, PS, R]

Performance Indicators:

N11.01 identify events from experience that can be described as multiplication (COM, CT, CI, CZ, PCD)
N11.02 represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence (COM, CT, CI, CZ, PCD)
N11.03 represent a given multiplication expression as repeated addition (COM, CT, CI, CZ, PCD)
N11.04 represent a given repeated addition as multiplication (COM, CT, CI, CZ, PCD)
N11.05 create and illustrate a story problem for a given number sentence and/or expression (COM, CT, CI, CZ, PCD)
N11.06 represent, concretely or pictorially (both print and digital), equal groups for a given number sentence (COM, CT, CI, CZ, PCD, TF)
N11.07 represent a given multiplication expression using an array (COM, CT, CI, CZ, PCD)
N11.08 create an array to model the commutative property of multiplication (COM, CT, CI, CZ, PCD)
N11.09 relate multiplication to division by using arrays and writing related number sentences (COM, CT, CI, CZ, PCD)
N11.10 solve a given problem in context involving multiplication (COM, CT, CI, CZ, PCD)

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

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

Performance Indicators:

N12.01 identify events from experience that can be described as equal sharing (COM, CT, CI, CZ, PCD)
N12.02 identify events from experience that can be described as equal grouping (COM, CT, CI, CZ, PCD)
N12.03 illustrate, with counters or a diagram (both print and digital), a given story problem involving equal sharing, presented orally or through shared reading, and solve the problem (COM, CT, CI, CZ, PCD, TF)
N12.04 illustrate, with counters or a diagram (both print and digital), a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem (COM, CT, CI, CZ, PCD, TF)
N12.05 listen to a story problem, represent the numbers using manipulatives or a diagram (both print and digital) and record the problem with a number sentence and/or expression (COM, CT, CI, CZ, PCD, TF)
N12.06 create and illustrate with counters, a story problem for a given number sentence and/or expression (COM, CT, CI, CZ, PCD)

N12.07 represent a given division sentence and/or expression as repeated subtraction (COM, CT, CI, CZ, PCD)
N12.08 represent a given repeated subtraction as a division sentence (COM, CT, CI, CZ, PCD)
N12.09 relate division to multiplication by using arrays and writing related number sentences (COM, CT, CI, CZ, PCD)
N12.10 solve a given problem involving division (COM, CT, CI, CZ, PCD)

Outcome N13: Students will be expected to demonstrate an understanding of fractions by
- explaining that a fraction represents a part of a whole
- describing situations in which fractions are used
- comparing fractions of the same whole with like denominators

[C, CN, ME, R, V]

Performance Indicators:
N13.01 describe everyday situations where fractions are used (COM, CT, CI, CZ, PCD)
N13.02 represent a given fraction concretely or pictorially (COM, CT, CI, CZ, PCD)
N13.03 identify, model, and explain the meaning of numerator and denominator (COM, CT, CI, CZ, PCD)
N13.04 sort a given set of diagrams of regions into those that represent equal parts and those that do not and explain the sorting (COM, CT, CI)
N13.05 name and record the fraction represented by the shaded and non-shaded parts of a given region (COM, CT)
N13.06 compare given fractions with the same denominator using models (COM, CT, CI)

Patterns and Relations (PR)

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

Performance Indicators:
PR01.01 identify and describe increasing patterns (COM, CT)
PR01.02 describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues (COM, CT, CI)
PR01.03 extend a pattern, using the pattern rule, for the next three terms (COM, CT, CI)
PR01.04 compare numeric patterns (COM, CT, CI, CZ, PCD)
PR01.05 identify and explain errors in a given increasing pattern (COM, CT, CI)
PR01.06 create a concrete, pictorial (both print and digital), or symbolic representation of an increasing pattern for a given pattern rule (COM, CT, CI, CZ, PCD, TF)
PR01.07 create a concrete, pictorial (both print and digital), or symbolic increasing pattern and describe the pattern rule (COM, CT, CI, CZ, PCD, TF)
PR01.08 solve a given problem using increasing patterns (COM, CT, CI, CZ, PCD)
PR01.09 identify and describe the strategy used to determine a missing term in a given increasing pattern (COM, CT, CI)
PR01.10 use ordinal numbers (to 100th) to refer to or to predict terms within an increasing pattern (COM, CT, CI)

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

Performance Indicators:

PR02.01 identify and describe decreasing patterns (COM, CT)
PR02.02 describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues (COM, CT, CI)
PR02.03 extend a pattern using the pattern rule for the next three terms (COM, CT, CI)
PR02.04 compare numeric patterns (COM, CT, CI)
PR02.05 identify and explain errors in a given decreasing pattern (COM, CT, CI)
PR02.06 create a concrete, pictorial (both print and digital), or symbolic representation of a decreasing pattern for a given pattern rule (COM, CT, CI, CZ, PCD, TF)
PR02.07 create a concrete, pictorial (both print and digital), or symbolic decreasing pattern and describe the pattern rule (COM, CT, CI, CZ, PCD, TF)
PR02.08 solve a given problem using decreasing patterns (COM, CT, CI, CZ, PCD)
PR02.09 identify and describe the strategy used to determine a missing term in a given decreasing pattern (COM, CT, CI)
PR02.10 use ordinal numbers (to 100th) to refer to or to predict terms within a decreasing pattern (COM, CT, CI)

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

Performance Indicators:

PR03.01 explain the purpose of the symbol in a given addition and in a given subtraction equation with one unknown (COM, CT, CI)
PR03.02 create an addition or subtraction equation with one unknown to represent a given combination or separate action (COM, CT, CI, CZ, PCD)
PR03.03 provide an alternative symbol for the unknown in a given addition or subtraction equation (COM, CT, CI, CZ, PCD)
PR03.04 solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives (COM, CT, CI, CZ, PCD)
PR03.05 solve a given addition or subtraction equation with one unknown using a variety of strategies including guess and check (COM, CT, CI, CZ, PCD)
PR03.06 explain why the unknown in a given addition or subtraction equation has only one value (COM, CT, CI, CZ, PCD)

Measurement (M)

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

Performance Indicators:

M01.01 select and use a non-standard unit of measure, such as television shows or pendulum swings, to measure the passage of time, and explain the choice (COM, CT, CI, CZ, PCD)
M01.02 identify activities that can or cannot be accomplished in minutes, hours, days, weeks, months, and years (COM, CT, CI, CZ, PCD)
M01.03 provide personal referents for minutes and hours (COM, CT, CI, CZ, PCD)

M01.04 select and use a standard unit of measure, such as minutes, hours, days, weeks, and months, to measure the passage of time, and explain the choice (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

M02.01 determine the number of days in any given month using a calendar (COM, CT, CZ, PCD)
M02.02 solve a given problem involving the number of seconds in a minute, the number of minutes in an hour, the number of hours in a day, or the number of days in a given month (COM, CT, CI, CZ, PCD)
M02.03 create a calendar that includes days of the week, dates, and personal events (COM, CT, CI, CZ, PCD)

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

- selecting and justifying referents for the units centimetre or metre (cm, m)
- modelling and describing the relationship between the units centimetre or metre (cm, m)
- estimating length using referents
- measuring and recording length, width, and height

[C, CN, ME, PS, R, V]

Performance Indicators:

M03.01 provide a personal referent for one centimetre and explain the choice (COM, CT, CI, CZ, PCD)
M03.02 provide a personal referent for one metre and explain the choice (COM, CT, CI, CZ, PCD)
M03.03 match a given standard unit to a given referent (COM, CT, CI, CZ, PCD)
M03.04 show that 100 centimetres is equivalent to 1 metre by using concrete materials (COM, CT, CI)
M03.05 estimate the length of an object using personal referents (COM, CT, CI, CZ, PCD)
M03.06 determine and record the length and width of a given 2-D shape (COM, CT, CI)
M03.07 determine and record the length, width, or height of a given 3-D object (COM, CT, CI)
M03.08 draw a line segment of a given length using a ruler (COM, CT, CI)
M03.09 sketch a line segment of a given length without using a ruler (COM, CT, CI)

Outcome M04: Students will be expected to demonstrate an understanding of measuring mass (g, kg) by

- selecting and justifying referents for the units gram and kilogram (g, kg)
- modelling and describing the relationship between the units gram and kilogram (g, kg)
- estimating mass using referents
- measuring and recording mass

[C, CN, ME, PS, R, V]

Performance Indicators:

M04.01 provide a personal referent for one gram, and explain the choice (COM, CT, CI, CZ, PCD)
M04.02 provide a personal referent for one kilogram, and explain the choice (COM, CT, CI, CZ, PCD)
M04.03 match a given standard unit to a given referent (COM, CT, CI, CZ, PCD)
M04.04 explain the relationship between 1000 grams and 1 kilogram using a model (COM, CT, CI)
M04.05 estimate the mass of a given object using personal referents (COM, CT, CI, CZ, PCD)

M04.06 measure, using a balance scale, and record the mass of given everyday objects using the units gram (g) and kilogram (kg) (COM, CT, CI, CZ, PCD)
M04.07 provide examples of 3-D objects that have a mass of approximately 1 g, 100 g, and 1 kg (COM, CT, CI, CZ, PCD)
M04.08 determine the mass of two given similar objects with different masses and explain the results (COM, CT, CI, CZ, PCD)
M04.09 determine the mass of an object, change its shape, re-measure its mass, and explain the results (COM, CT, CI, CZ, PCD)

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

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

[C, ME, PS, R, V]

Performance Indicators:

M05.01 measure and record the perimeter of a given regular shape and explain the strategy used (COM, CT, CI, CZ, PCD)
M05.02 measure and record the perimeter of a given irregular or composite shape, and explain the strategy used (COM, CT, CI, CZ, PCD)
M05.03 construct a shape for a given perimeter (cm, m) (COM, CT, CI, CZ, PCD)
M05.04 construct or draw more than one shape for the same given perimeter (COM, CT, CI, CZ, PCD)
M05.05 estimate the perimeter of a given shape (cm, m) using personal referents (COM, CT, CI, CZ, PCD)

Geometry (G)

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

Performance Indicators:

G01.01 identify the faces, edges, and vertices of given 3-D objects, including spheres, cones, cylinders, pyramids, and cubes and other prisms (COM, CT, CI)
G01.02 identify the shape of the faces of a given 3-D object (COM, CT, CI)
G01.03 determine the number of faces, edges, and vertices of a given 3-D object (COM, CT, CI)
G01.04 sort a given set of 3-D objects according to the number of faces, edges, or vertices (COM, CT, CI)

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

Performance Indicators:

G02.01 classify a given set of regular and irregular polygons according to the number of sides (COM, CT, CI)
G02.02 identify given regular and irregular polygons having different dimensions (COM, CT, CI)
G02.03 identify given regular and irregular polygons having different positions (COM, CT, CI)

Statistics and Probability (SP)

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

Performance Indicators:

SP01.01 record the number of objects in a given set using tally marks (COM, CT)
SP01.02 determine the common attributes of line plots by comparing line plots in a given set (COM, CT, CI, CZ, PCD)
SP01.03 organize a given set of data using tally marks, line plots, charts, or lists (COM, CT, CI, CZ, PCD)
SP01.04 collect and organize data using tally marks, line plots, charts, and lists (COM, CT, CI, CZ, PCD)
SP01.05 answer questions arising from a given line plot, chart, or list (COM, CT, CI, CZ, PCD)
SP01.06 answer questions using collected data (COM, CT, CI, CZ, PCD)

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

Performance Indicators:

SP02.01 determine the common attributes, title, and axes of bar graphs by comparing bar graphs in a given set (COM, CT, CI, CZ, PCD)
SP02.02 create bar graphs (both print and digital) from a given set of data including labelling the title and axes (COM, CT, CI, CZ, PCD, TF)
SP02.03 draw conclusions from a given bar graph to solve problems (COM, CT, CI, CZ, PCD)
SP02.04 solve problems by constructing and interpreting a bar graph (COM, CT, CI, CZ, PCD)

Music 3

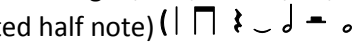
Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, music for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- move to beat and rhythm in simple and compound meter with varying tempi—*adagio*, *andante*, *allegro*, *largo*, *lento*, *moderato*, *presto*, *prestissimo* (PCD, COM, CI, CT)
- move in space(s)—free, circle, double circle, lines, partner, double partner—with increasing difficulty (PCD, COM, CI, CT)
- perform rhythmic activities using voice, body percussion (clap, patsch, tap, step, snap), and non-pitched percussion using *ta*, *ti-ti*, *ta-rest*, *tie*, *too-oo*, *too-oo-rest*, *toe*, *toe-rest*, *ti-ka-ti-ka* (sixteenth notes), *tay* (dotted half note)  (COM, CI, CT)
- name rhythmic values by their standard notational names (quarter note, half note, …)
- identify strong and weak beats in $\frac{3}{4}$ meter (COM, CI, CT)
- improvise and create using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT)
- create, notate, and perform all known rhythmic and metric concepts using adapted and/or standard notation (PCD, COM, CI, CT)
- record dictated three-beat and four-beat rhythm patterns using all known rhythmic concepts (COM, CI, CT)
- express how rhythm, meter, and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 2: Students will perform, listen to, create, and reflect on melody and pitch using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:

- identify by sound and sight, sing, and hand-sign d^{l} *l s m r d* l_{l} s_{l} (COM, CI, CT)
- read known d^{l} *l s m r d* l_{l} s_{l} songs from staff notation in the keys of F, G, and C using solfege and absolute note names (PCD, COM, CT)
- sing a variety of songs with emphasis on the extended pentatonic tone set in an appropriate range (C to E^{l}) in simple and compound meter (COM, CI, CT)
- sing in-tune, alone and with others (CZ, PCD, CI, CT)
- improvise and create using voice and pitched percussion in the pentatonic tone set (CZ, PCD, COM, CI, CT)
- echo sing, use inner hearing, and sing individually / with a group patterns from the extended pentatonic scale (COM, CI, CT)
- express how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 3: Students will perform, listen to, create, and reflect on texture and harmony using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- create soundscapes using expressive sounds to represent words and ideas within songs, poems, and stories (CZ, PCD, COM, CI, CT)
- perform melodic ostinati (e.g., colour parts, descant) (CZ, PCD, COM, CI, CT)
- perform rhythmic ostinati while singing (e.g., hand jive, body percussion) (CZ, PCD, COM, CI, CT)
- perform and create simple two-part and three-part rhythmic phrases (CZ, PCD, COM, CI, CT)
- sing two-part songs, rounds, and partner songs (CZ, PCD, COM, CI, CT)
- perform songs in both major (*doh*-centred) and minor (*lah*-centred) keys with tonal root accompaniment (CZ, PCD, COM, CI, CT)
- express how texture and harmony can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 4: Students will perform, listen to, create, and reflect on form using voice, movement, and instruments to express feelings, ideas, and understandings.

Performance Indicators:
- draw a line in the air to show phrases while singing and listening (COM, CI, CT)
- perform, listen to, and create contrasting and repeating phrases and sections (COM, CI, CT)
- identify, perform, listen to, and create a variety of AB patterns and simple rondo using voice, movement, and/or instruments (PCD, COM, CI, CT)
- express how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 5: Students will perform, listen to, create, and reflect on the elements of musical expression using voice, movement, and instruments to convey feelings, ideas, and understandings.

Performance Indicators:
- identify expressive terms—all dynamic markings, *crescendo*/*decrescendo*, *legato*/*staccato* (COM, CT)
- distinguish various timbres, including voice, body percussion, classroom instruments, found/non-traditional sounds, electronic sounds, instrument families, and the four orchestral families (COM, CI, CT, T)
- evaluate and apply the expressive use of all elements of music using voices and instruments (COM, CI, CT)
- identify reasons for creating music (PCD, CZ, COM, CI, CT)
- express how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Outcome 6: Students will explore and reflect on a range of music from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity

Performance Indicators:
- listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT)
- describe and share music encountered at school, home, and in the broadening community (CZ, PCD, COM, CI, CT)

- explore how technology has affected music in the past and present (CZ, PCD, COM, CI, CT, T)
- make connections between music and the other arts (CZ, PCD, COM, CI, CT)
- express that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT)

Physical Education 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, physical education for grades primary to three has been streamlined.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

Performance Indicators:

- identify the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- begin to engage in physical activities specifically related to each component of physical fitness (PCD)
- monitor the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly (CT, PCD)
- participate in and reflect upon all five components of health-related fitness standards for age and gender (COM, CT, PCD)
- participate in physical activities that enhance body composition and help maintain a healthy body (PCD)

Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.

Performance Indicators:

- use cues independently and from others to improve motor skills and movement patterns (COM)
- use practice and persistence to learn a new skill (PCD)
- discuss feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD)

Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.

Performance Indicators:

- demonstrate the connections between the skills and concepts learned in dance to their life outside of physical education through a presentation to the class (e.g., student-led PAT in class) (COM, CI, PCD)
- refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT)
- learn, create and perform, alone or with others, a sequence of fundamental movement skill combinations showing a variety of movement concepts to varying rhythms (CI, PCD)
- lead, follow, and mirror dance steps and movements to form dance sequences (CI, CT)
- lead and perform rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CI, CZ)

Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.

Performance Indicators:
- identify and demonstrate how many body parts they can name and use for bases of support while balancing (COM)
- create and perform balances with a partner using a variety of shapes, levels, symmetry, or asymmetry (CI, CZ)
- refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT, CZ)
- create a movement story of locomotor and non-locomotor movements, alone or with a partner, using visual representation with teacher-given criteria (e.g., symbols on paper, pictures) that includes different pathways, directions, and movement skills (COM, CI, CT)
- reflect, practice and refine movement skills performed in sequences to improve quality of performance (CT, PCD)
- spring on and off objects of various heights (e.g., benches, steps) and vary position of body while in flight (in the air) and land in a stable position (PCD)
- design and demonstrate, with a partner, a variety of statues (balances) of different shapes, with one person bearing some or all of the weight of the partner, while focusing on being as stable as possible (CI, COM, CZ)
- create and perform a sequence of balances that demonstrate a given variety of bases of support while remaining on a raised object (e.g., bench, low beam) (CI)
- manipulating an object (e.g., scarf) while demonstrating balances, jumps, landings, and rotations (CI)

Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.

Performance Indicators:
- demonstrate sending objects while stationary and moving in control (e.g., underhand throw, sidearm throw, overhand throw, bounce pass, kicking) (CI, PCD)
- demonstrate receiving objects while stationary and moving in control (e.g., above waist, below the waist, feet) (CI, PCD)
- demonstrate striking an object toward a target with short-handled implements using a side-arm strike and proper stance (PCD)
- use a variety of locomotor skills when playing co-operative games and activities (PCD)
- use a variety of manipulative skills when playing co-operative activities and games (PCD)
- recognize that physical activities have different components (e.g., boundaries, change pathways) (CT)
- use performance cues to demonstrate sending, receiving, and striking objects (COM, CT)
- develop advanced short jump-rope skills (PCD)

Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

Performance Indicators:
- identify and practise, with guidance, skills and strategies used in alternate environment activities including outdoor pursuits (e.g., skating—proper skating posture, push and glide, forward stops, forward skating manoeuvres; swimming—basic backstroke, crawl stroke, and breathing; orienteering—basic map reading) (PCD, TF)

- participate in a variety of age-appropriate and developmentally appropriate yoga poses, Zumba, circuit training, martial arts, etc. (PCD)
- explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD, TF)
- participate in Swim to Survive, a Life Saving Society of Nova Scotia-initiated program (COM, CZ, PCD)
- participate in navigation skills while orienteering outdoors (compass reading, taking a bearing, following a map) (COM, CZ, PCD, TF)

Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

Performance Indicators:
- apply skill-specific feedback from others to their practice (CT)
- respond accordingly when constraints have been placed on an activity (e.g., sharper turns, more dynamic stability movements, slow down) (CT)
- choose from a variety of strategies to increase chances of success in physical activities (e.g., assume a ready position in preparation to receive a ball) (CT, PCD)
- reflect on what could have been done differently to make smooth transitions from one movement to another (COM, CT)
- recognize how engaging in physical activity when feeling anxious or unhappy helps them feel better (CT, PCD)
- choose different ways to be physically active in relation to their culture (CZ, PCD)
- discuss and practice ways to solve problems when moving among other people (COM, PCD)
- choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.

Performance Indicators:
- use cues independently to improve motor skills and movement patterns (COM)
- ask the teacher for help only when needed (COM)
- demonstrate the ability to co-operate and collaborate in a group activity (share ideas, listen to others, try completing a task using a different solution, solve problems as a group) (COM, CZ, PCD)
- share feelings associated with experiences in physical activities (COM)
- understand how their choices affect others (CZ)
- present the connections between the skills and concepts learned in physical education to their life outside of physical education (e.g., student-led PAT in class) (COM, CI, CZ, PCD)

Outcome 9: Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

Performance Indicators:
- refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT, PCD)
- demonstrate behaviours that help others (e.g., sharing, play safely, kindness) (CZ, PCD)
- independently apply safe practices, rules, and procedures (CT, CZ)
- consistently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., work well with others, follow the rules of the activity) (CZ, PCD)
- demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF)

- demonstrate the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (not breaking branches when climbing trees) (CZ, PCD)
- apply safe and healthy practices at home, at school, and in the community (CZ, PCD)

Science 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, science for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Earth and Space Science: Exploring Soils

Outcome 1: Students will investigate the properties of soil and its effect on living things.

Performance Indicators:
- ask questions about the properties of soil (CT, CI, COM, TF, CZ)
- observe and describe the composition of a variety of soil samples, sand, loam, clay, and gravel (CT, CI, COM, TF)
- observe and describe how living things affect and are affected by soil (CT, CI, COM, TF)
- describe and respond to ways in which soil is important to living things and the environment (CT, CI, COM, PCD, CZ)

Life Science: Plant Growth and Changes

Outcome 2: Students are expected to explore and investigate plant growth and changes in various conditions.

Performance Indicators:
- ask questions about plant growth (CT, CI, COM, TF, CZ)
- make observations and record data about the life cycle and growth of a plant (CT, CI, COM, TF)
- observe and describe how living things affect and are affected by plants (CT, CI, COM, TF)
- describe how various conditions impact plant growth through a fair test (CT, CI, COM)
- describe and respond to ways in which plants are important to living things and the environment (CT, CI, COM, PCD, CZ)

Physical Science: Materials and Structures

Outcome 3: Students will construct a structure safely to meet certain established criteria.

Performance Indicators:
- ask questions about materials and structures (CT, CI, COM, TF, CZ)
- observe and describe various structures both natural and built (CT, CI, COM, TF CZ)
- build a structure thinking about shape, strength, stability, and/or balance (CT, CI, COM, CZ, PCD)
- test the strength of the structure (CT, CI, COM, CZ, PCD)

Physical Science: Invisible Forces

Outcome 4: Students will conduct explorations about invisible forces, using magnets.

Performance Indicators:

- ask questions about invisible forces (CT, CI, COM, TF, CZ)
- investigate and describe materials and their magnetic properties (CT, CI, COM)
- make and test predictions, and record observations about materials that can be magnetized or attracted by magnets (CT, CI, COM, TF)
- use magnets to construct a functioning or working product that can be used for a purpose (e.g., toy, game, decoration, jewellery) (CT, CI, COM, CZ, PCD, TF)

Social Studies 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, social studies for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will locate their province in the Atlantic region.

Performance Indicators:
- gather information about the location of the province in relation to the Atlantic Canadian region (CT, COM, TF)
- use the cardinal points to locate and describe the province (Nova Scotia) in the Atlantic region (CT, COM)
- describe my province's location (both print and digital) in relation to the significant bodies of water surrounding it (COM, CT)

Outcome 2: Students will examine the origins of diverse peoples in their province and their expression of culture, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups.

Performance Indicators:
- formulate questions and generate ideas for research and inquiry about diverse peoples and cultures in the province (CT, COM, PCD)
- deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education, and additional cultural groups (CT, COM, PCD)

Outcome 3: Students will take action to promote positive interactions among people.

Performance Indicators:
- ask questions to gather information about positive interactions among people (CT, COM, CZ, PCD)
- identify issues that could be helped by an action plan to promote positive interactions among people (CZ, COM, CT)
- generate ideas for an action plan to promote positive action among people that includes research and inquiry in regards to peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (CT, COM, CZ, PCD, CI)

Outcome 4: Students will examine the rights and responsibilities of citizens in a democracy.

Performance Indicators:

- express ideas of what it means to be a responsible citizen, including digital citizenship (PCD, CZ, COM, CT)
- identify rights and responsibilities in various social settings and how they influence group decision-making (an opportunity to consider treaties as promises with rights and responsibilities) (CT, CZ, COM, PCD)

Visual Arts 3

Through the ongoing process outlined in *Nova Scotia's Action Plan for Education 2015*, visual arts for grades primary to three has been streamlined. During integrated language arts and mathematics times, teachers will explicitly instruct students in these subjects and integrate other subjects, where appropriate.

Competency Codes Key

(CZ) Citizenship	(PCD) Personal-Career Development	(COM) Communication	(CI) Creativity and Innovation
(CT) Critical Thinking	(TF) Technological Fluency		

Outcome 1: Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.

Performance Indicators:

- create artworks, individually and with others, to express feelings, ideas, and understandings using various media, line, colour, value, shape, texture, space, form, and patterns (COM, CI, CT, PCD)
- create artworks for a variety of purposes, demonstrating influence from their personal, social, spiritual, cultural, community, and/or physical environment (COM, CI, CT, PCD, CZ)
- use a variety of materials, technologies, and tools to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)
- apply the principles of design (pattern, variety, contrast, emphasis, rhythm/movement, balance, unity) in art making (COM, CI, CT, PCD, CZ)

Outcome 2: Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.

Performance Indicators:

- examine the elements and principles of design in artworks from various cultures, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups, and discuss cultural influence and artists' perspectives (COM, CI, CT, PCD, CZ)
- explore art images throughout history and from different cultures to compare how artists create art to communicate ideas, feelings, and understandings (COM, CI, CT, PCD, CZ)

Outcome 3: Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making.

Performance Indicators:

- share and discuss their own and others' artworks, using the language of art and posing questions about artist choice and intent (COM, CI, CT, PCD, CZ)
- develop and apply simple criteria to identify and describe the purpose/messages in the artwork of self and others (COM, CI, CT, PCD, CZ)
- examine artworks of others, and discuss and evaluate use of the elements and principles of design (COM, CI, CT, PCD, CZ)
- demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)

Grade 4

English Language Arts 4

General Curriculum Outcomes

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

Specific Curriculum Outcomes

Students will be expected to

1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers
1.2 ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)
1.3 explain personal opinions and respond to the questions and opinions of others
1.4 listen critically to others' ideas or opinions expressed

2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
2.3 give and follow instructions and respond to questions and directions
2.4 engage in and respond to oral presentations (e.g., retell a story, sing a song)

3.1 show basic courtesies of conversation in group interactions
3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
3.3 show an awareness of the kinds of language appropriate to different situations and audiences

4.1 select, with growing independence, texts appropriate to their interests and learning needs

4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors
4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning
4.5 describe their own processes and strategies in reading and viewing

5.1 answer, with assistance, their own and others' questions by seeking information from a variety of texts
- determine their own and community (class) needs for information
- recognize the purpose of classification systems and basic reference materials
- use a range of reference texts and a database or an electronic search to facilitate the selection process
- reflect on the process of generating and responding to their own and others' questions

6.1 describe, share, and discuss their personal reactions to texts
6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators

7.1 use their background knowledge to question information presented in print and visual texts
7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view
7.3 respond critically to texts by
- asking questions and formulating understandings
- discussing texts from the perspective of their own experiences
- identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them
- identifying instances of prejudice and stereotyping

8.1 use strategies in writing and other ways of representing to
- formulate questions and organize ideas
- generate topics of personal interest and importance
- discover and express personal attitudes, feelings, and opinions
- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes
- record experiences
- formulate goals for learning
- practise strategies for monitoring their own learning

8.2 experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)
8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
- recognize that particular forms require the use of specific features, structures, and patterns

9.2 demonstrate an awareness of purpose and audience

9.3 invite responses to early drafts of their writing/media productions
- use audience reaction to help shape subsequent drafts

10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
10.2 demonstrate an understanding of many conventions of written language in final products
- correctly spell many familiar and commonly used words
- demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
- demonstrate a growing awareness of appropriate syntax
- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)

10.3 use technology with increasing proficiency in writing and other forms of representing
10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development
10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning

Français de base 4e année

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

RAG 1 Communication : L'élève devrait être capable de communiquer en français de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

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

RAG 2 Culture : L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

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

RAG 3 Formation langagière générale : L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

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

RAG 4 Langue : L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

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

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

Gaelic 3–9

General Curriculum Outcomes

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

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

LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING

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

***AIRE AIR CULTUR* / CULTURAL AWARENESS**

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

Specific Curriculum Outcomes

Còmhradh agus Eisteachd / Speaking and Listening

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self
KSCO 2: demonstrate an understanding of and convey basic information about common topics
KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

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

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home and Community

Students will be expected to

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

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences
11.2 share personal reflections

Leughadh agus Sgrìobhadh / Reading and Writing

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 12: identify familiar words and expressions in print

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension
KSCO 14: read and respond to texts consisting of language from a familiar context

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

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)
14.2 revise and correct texts using a checklist

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 15: read familiar texts to extract specific information
KSCO 16: read and write to respond to texts using more complex structures
KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources
15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text
16.2 demonstrate comprehension through written response

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

Aire air Cultur / Cultural Awareness

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

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

18.1 recognize and celebrate cultural diversity in the classroom/school
18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*")
18.3 participate in song, music, dance, storytelling, and lore of the Gael

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

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

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaq, Gaelic, African Nova Scotian, Ukrainian, Irish)
19.2 research and examine the origins of the Gaels in Nova Scotia
19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

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

20.1 recognize and acknowledge diversity in the global Gaelic community
20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries
20.3 express and interpret the culture of the Gaels through the fine arts

Health Education 4

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

Healthy Self

1.1 describe the physical and emotional changes that take place during puberty
1.2 differentiate between gender roles and gender identity
1.3 demonstrate an awareness that values are an integral part in making healthy decisions and fostering healthy behaviour
1.4 differentiate between anxious feelings that we all have and signs of anxiety that are more serious, and identify people who can help
1.5 identify personal factors that motivate them to participate in physical activity and quiet leisure activities

Healthy Relationships

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

Healthy Community

3.1 demonstrate an awareness of the various forms of gambling, and consider risks associated with gambling and gaming online
3.2 analyze how marketing impacts health
3.3 design active transportation routes through a creative process and promote ways to safely engage in walking or wheeling in their communities
3.4 explore the relationship between sustainable development and health
3.5 describe ways they can prevent injuries from falls

Information and Communication Technology 4

Digital Citizenship (DC)

Students act ethically and with critical understanding while using information and communication technology in the context of local and global communities.

DC1: Students will be expected to understand and demonstrate behaviours that ensure their own and others' health, safety, and privacy.

DC2: Students will be expected to follow best practices of active digital citizenship as they participate in and contribute to local, national, and global communities.

DC2.1.4: Students will be expected to use information and communication technology to address opportunities for the development of active local and global citizenship embedded within the grade 4 curriculum.

DC2.2.4: Students will be expected to follow, with teacher assistance, ethical and responsible online digital citizenship by

- presenting information accurately
- respecting personal privacy and safety
- choosing appropriate language for the intended audience and purpose

DC3: Students will be expected to respond personally and with developing critical awareness to a range of print, media, and electronic resources.

DC3.1.4: Students will be expected to respond personally and independently, with developing critical awareness, to a range of print, media, and electronic resources selected for use at this grade level.

DC4: Students will be expected to consider the social and ethical issues involved in the use and digital distribution of information and the effects on individuals, communities, and cultures.

DC4.1.4: Students will be expected to interpret and apply, with teacher assistance, practices that comply with copyright guidelines to

- interpret copyright information for resources to determine whether permission to copy, reuse, and change works is required
- request and document receipt of required copyright permissions for intellectual property
- cite intellectual property accurately using a recommended citation development engine

Productivity (P)

Students will use digital tools to construct knowledge, present learning, and develop innovative products and processes.

P1: Students will be expected to use digital tools to plan, create, and publish their work, both individually and collaboratively.

P1.1.4: Students will be expected to use grade-appropriate digital tools to plan, organize, and represent their learning for various purposes and audiences, both individually and collaboratively.

P2: Students will be expected to use digital tools to develop ideas and original works in innovative ways.

P2.1.4: Students will be expected to, with some teacher assistance, use digital tools to build on existing knowledge, extend their understanding, and create new ideas, innovative products, or processes.

Communication (COM)

Through the use of ICT tools and environments, students create, consider, and communicate their ideas for various purposes and audiences.

C1: Students will be expected to understand and use respectful and clear communication conventions to interact, collaborate, create, and learn with others for various purposes and audiences.

C1.1.4: Students will be expected to follow, with teacher assistance, conventions and models of respectful, clear communication to interact, collaborate, create, and learn with others.

C1.2.4: Students will be expected to communicate, with teacher assistance, information and ideas effectively to multiple audiences using a variety of media and formats.

Research, Innovation, Problem Solving, and Decision Making (RIPSD)

Students will be expected to use critical-thinking skills with appropriate digital tools and resources to plan and conduct research, manage products, solve problems, and make informed decisions.

RIPSD1: Students will be expected to locate and select relevant information using the appropriate organizational features and search strategies applicable to various media.

RIPSD1.1.4: Students will be expected to use and navigate, with some assistance, organizational and text structure features of traditional and digital media for grade 4 to locate specific information to meet their learning needs and interests.

RIPSD1.2.4: Students will be expected to locate and select, with teacher assistance, learning resources in a range of media for grade 4 curriculum use by

- generating and selecting search criteria

- using advanced features of search engines
- assessing search results for relevance, reliability, and validity

RIPSD2: Students will be expected to use measuring devices accurately, record data to create electronic charts, and analyze their data to make predictions, define relationships, and support decision making.

RIPSD2.1.4: Students will be expected to use curriculum-specific data collection strategies, probeware, data collection/recording tools, and digital media equipment for grade 4 inquiry-based learning.

Technology Operations and Concepts (TOC)

Students demonstrate an understanding of technology concepts, systems, and operations.

TOC1: Students will be expected to

- safely use many forms of current technology for learning with growing competence
- demonstrate conceptual understanding of how information and communication technology, digital tools, and authorized networks support their learning
- use terminology related to information and communication technology

TOC1.1.4: Students will be expected to use, with some teacher assistance, the terminology, features, and functionality of information and communication technology, grade-appropriate digital tools, and authorized educational networks to achieve grade-level curriculum learning outcomes.

Mathematics 4

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Number

Outcome N01: Students will be expected to represent and partition whole numbers to 10 000. [C, CN, V]

Performance Indicators:

N01.01 read a given four-digit numeral without using the word “and”
N01.02 record numerals for numbers expressed orally, concretely, pictorially, and/or symbolically as expressions, using proper spacing without commas
N01.03 write a given numeral, 0 to 10 000, in words
N01.04 represent a given numeral using a place-value chart or diagrams
N01.05 express a given numeral in expanded notation (e.g., 4321 = 4000 + 300 + 20 + 1)
N01.06 write the numeral represented by a given expanded notation
N01.07 explain the meaning of each digit in a given four-digit numeral
N01.08 represent a given number in a variety of ways and explain how they are equivalent
N01.09 read a given number word, 0 to 10 000
N01.10 represent a given number using expressions

Outcome N02: Students will be expected to compare and order numbers to 10 000. [C, CN, V]

Performance Indicators:

N02.01 order a given set of numbers in ascending or descending order, and explain the order by making references to place value
N02.02 create and order three different four-digit numerals
N02.03 identify the missing numbers in an ordered sequence and on a number line
N02.04 identify incorrectly placed numbers in an ordered sequence and on a number line
N02.05 place numbers in relative order on an open number line
N02.06 place numbers on a number line containing benchmark numbers for the purpose of comparison.
N02.07 compare numbers based on a variety of methods

Outcome N03: Students will be expected to demonstrate an understanding of addition and subtraction of numbers with answers to 10 000 (limited to three- and four-digit numerals) by

- using personal strategies for adding and subtracting
- estimating sums and differences
- solving problems involving addition and subtraction

[C, CN, ME, PS, R]

Performance Indicators:

N03.01 represent concretely, pictorially, and symbolically the addition and subtraction of whole numbers, limited to three- and four-digit numerals
N03.02 determine the sum of two given numbers, limited to three- and four-digit numerals, using a personal strategy, and record the process symbolically
N03.03 determine the difference of two given numbers, limited to three- and four-digit numerals, using a personal strategy, and record the process symbolically
N03.04 describe a situation in which an estimate rather than an exact answer is sufficient
N03.05 estimate sums and differences using different strategies.
N03.06 create and solve problems that involve addition and subtraction of two or more numbers, limited to three- and four-digit numerals
N03.07 explain mental mathematics strategies that could be used to determine a sum or difference
N03.08 determine a sum or difference of one-, two-, and three-digit numerals efficiently, using mental mathematics strategies

Outcome N04: Students will be expected to apply and explain the properties of 0 and 1 for multiplication and the property of 1 for division. [C, CN, R]

Performance Indicators:

N04.01 determine the answer to a given question involving the multiplication of a number by 1, and explain the answer using the property of 1 in multiplication
N04.02 determine the answer to a given question involving the multiplication of a number by 0, and explain the answer using the property of 0 in multiplication
N04.03 determine the answer to a given question involving the division of a number by 1, and explain the answer using the property of 1 in division

Outcome N05: Students will be expected to describe and apply mental mathematics strategies, to recall basic multiplication facts to 9 × 9, and to determine related division facts. [C, CN, ME, R]

Performance Indicators:

N05.01 describe the mental mathematics strategy used to determine basic multiplication or division facts

N05.02 use and describe a personal strategy for determining the multiplication facts

N05.03 use and describe a personal strategy for determining the division facts

N05.04 quickly recall basic multiplication facts up to 9 × 9

Outcome N06: Students will be expected to demonstrate an understanding of multiplication (one-, two-, or three-digit by one-digit numerals) to solve problems by

- using personal strategies for multiplication, with and without concrete materials
- using arrays to represent multiplication
- connecting concrete representations to symbolic representations
- estimating products
- applying the distributive property

[C, CN, ME, PS, R, V]

Performance Indicators:

N06.01 model a given multiplication problem, using the distributive property (e.g., 8 × 365 = (8 × 300) + (8 × 60) + (8 × 5))

N06.02 model the multiplication of two given numbers, limited to one-, two-, or three-digit by one-digit numerals, using concrete or visual representations, and record the process symbolically

N06.03 create and solve multiplication story problems, limited to one-, two-, or three-digit by one-digit numerals, and record the process symbolically

N06.04 estimate a product using a personal strategy (e.g., 2 × 243 is close to or a little more than 2 × 200, or close to or a little less than 2 × 250)

N06.05 model and solve a given multiplication problem using an array, and record the process

N06.06 determine the product of two given numbers using a personal strategy, and record the process symbolically

Outcome N07: Students will be expected to demonstrate an understanding of division (one-digit divisor and up to two-digit dividend) to solve problems by

- using personal strategies for dividing, with and without concrete materials
- estimating quotients
- relating division to multiplication

[C, CN, ME, PS, R, V]

Performance Indicators:

N07.01 model the division of two given numbers without a remainder, limited to a one-digit divisor and up to a two-digit dividend, using concrete or visual representations, and record the process pictorially and symbolically

N07.02 model the division of two given numbers with a remainder, limited to a one-digit divisor and up to a two-digit dividend, using concrete or visual representations, and record the process pictorially and symbolically (It is not intended that remainders be expressed as decimals or fractions.)

N07.03 solve a given division problem, using a personal strategy, and record the process symbolically

N07.04 create and solve division word problems involving a one- or two-digit dividend, and record the process pictorially and symbolically

N07.05 estimate a quotient using a personal strategy (e.g., 86 ÷ 4 is close to 80 ÷ 4 or close to 80 ÷ 5)
N07.06 solve a given division problem by relating division to multiplication (e.g., for 80 ÷ 4, we know that 4 × 20 = 80, so 80 ÷ 4 = 20)

Outcome N08: Students will be expected to demonstrate an understanding of fractions less than or equal to 1 by using concrete, pictorial, and symbolic representations to

- name and record fractions for the parts of one whole or a set
- compare and order fractions
- model and explain that for different wholes, two identical fractions may not represent the same quantity
- provide examples of where fractions are used

[C, CN, PS, R, V]

Performance Indicators:

N08.01 represent a given fraction of one whole object, region, or a set using concrete materials
N08.02 identify a fraction from its given concrete representation
N08.03 name and record the shaded and non-shaded parts of a given whole object, region, or set
N08.04 represent a given fraction pictorially by shading parts of a given whole object, region, or set
N08.05 explain how denominators can be used to compare two given unit fractions with a numerator of 1
N08.06 order a given set of fractions that have the same numerator, and explain the ordering
N08.07 order a given set of fractions that have the same denominator, and explain the ordering
N08.08 identify which of the benchmarks 0, $\frac{1}{2}$, or 1 is closer to a given fraction
N08.09 name fractions between two given benchmarks on a number line
N08.10 order a given set of fractions by placing them on a number line with given benchmarks
N08.11 provide examples of instances when two identical fractions may not represent the same quantity
N08.12 provide, from everyday contexts, an example of a fraction that represents part of a set and an example of a fraction that represents part of one whole

Outcome N09: Students will be expected to describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically. [C, CN, R, V]

Performance Indicators:

N09.01 write the decimal for a given concrete or pictorial representation of part of a set, part of a region, or part of a unit of measure
N09.02 represent a given decimal using concrete materials or a pictorial representation
N09.03 explain the meaning of each digit in a given decimal
N09.04 represent a given decimal using money values (dimes and pennies)
N09.05 record a given money value using decimals
N09.06 provide examples of everyday contexts in which tenths and hundredths are used
N09.07 model, using manipulatives or pictures, that a given tenth can be expressed as a hundredth (e.g., 0.9 is equivalent to 0.90, or 9 dimes is equivalent to 90 pennies)
N09.08 read decimal numbers correctly

Outcome N10: Students will be expected to relate decimals to fractions and fractions to decimals (to hundredths). [C, CN, R, V]

Performance Indicators:

N10.01 express, orally and symbolically, a given fraction with a denominator of 10 or 100 as a decimal

N10.02 read decimals as fractions (e.g., 0.5 is zero and five tenths)

N10.03 express, orally and symbolically, a given decimal in fraction form

N10.04 express a given pictorial or concrete representation as a fraction or decimal
(e.g., 15 shaded squares on a hundredth grid can be expressed as 0.15 or $\frac{15}{100}$)

N10.05 express, orally and symbolically, the decimal equivalent for a given fraction
(e.g., $\frac{50}{100}$ can be expressed as 0.50)

Outcome N11: Students will be expected to demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by

- estimating sums and differences
- using mental mathematics strategies to solve problems
- using personal strategies to determine sums and differences

[C, ME, PS, R, V]

Performance Indicators:

N11.01 predict sums and differences of decimals, using estimation strategies

N11.02 solve problems, including money problems, that involve addition and subtraction of decimals (limited to hundredths), using personal strategies

N11.03 ask students to determine which problems do not require an exact solution

N11.04 determine the approximate solution of a given problem not requiring an exact answer

N11.05 count back change for a given purchase

N11.06 determine an exact solution using mental computation strategies

Patterns and Relations

Outcome PR01: Students will be expected to identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V]

Performance Indicators:

PR01.01 identify and describe a variety of patterns in a multiplication chart

PR01.02 determine the missing element(s) in a given table or chart

PR01.03 identify the error(s) in a given table or chart

PR01.04 describe the pattern found in a given table or chart

Outcome PR02: Students will be expected to translate among different representations of a pattern (a table, a chart, or concrete materials). [C, CN, V]

Performance Indicators:

PR02.01 create a table or chart from a given concrete representation of a pattern

PR02.02 create a concrete representation of a given pattern displayed in a table or chart

PR02.03 translate between pictorial, contextual, and concrete representations of a pattern

PR02.04 explain why the same relationship exists between the pattern in a table and its concrete representation

Outcome PR03: Students will be expected to represent, describe, and extend patterns and relationships, using charts and tables, to solve problems. [C, CN, PS, R, V]

Performance Indicators:

PR03.01 translate the information in a given problem into a table or chart
PR03.02 identify, describe, and extend the patterns in a table or chart to solve a given problem

Outcome PR04: Students will be expected to identify and explain mathematical relationships, using charts and diagrams, to solve problems. [CN, PS, R, V]

Performance Indicators:

PR04.01 complete a given Carroll diagram to solve a problem
PR04.02 determine where new elements belong is a given Carroll diagram
PR04.03 solve a given problem using a Carroll diagram.
PR04.04 identify a sorting rule for a given Venn diagram
PR04.05 describe the relationship shown in a given Venn diagram when the circles overlap, when one circle is contained in the other, and when the circles are separate
PR04.06 determine where new elements belong in a given Venn diagram
PR04.07 solve a given problem by using a chart or diagram to identify mathematical relationships

Outcome PR05: Students will be expected to express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R]

Performance Indicators:

PR05.01 explain the purpose of the symbol in a given addition, subtraction, multiplication, or division equation with one unknown (e.g., 36 ÷ □ = 6)
PR05.02 express a given pictorial or concrete representation of an equation in symbolic form
PR05.03 identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially, and/or symbolically
PR05.04 create a problem in context for a given equation with one unknown

Outcome PR06: Students will be expected to solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]

Performance Indicators:

PR06.01 represent and solve a given one-step equation concretely, pictorially, or symbolically
PR06.02 solve a given one-step equation using guess and test
PR06.03 describe, orally, the meaning of a given one-step equation with one unknown
PR06.04 solve a given equation when the unknown is on the left or right side of the equation
PR06.05 represent and solve a given addition or subtraction problem involving a “part-part-whole” or comparison context using a symbol to represent the unknown
PR06.06 represent and solve a given multiplication or division problem involving equal grouping or partitioning (equal sharing) using symbols to represent the unknown
PR06.07 solve equations using a symbol to represent the unknown

Measurement

Outcome M01: Students will be expected to read and record time using digital and analog clocks, including 24-hour clocks. [C, CN, V]

Performance Indicators:

M01.01 state the number of hours in a day
M01.02 express the time orally and numerically from a 12-hour analog clock
M01.03 express the time orally and numerically from a 24-hour analog clock
M01.04 express the time orally and numerically from a 12-hour digital clock
M01.05 express time orally and numerically from a 24-hour digital clock
M01.06 describe time orally as “minutes to” or “minutes after” the hour
M01.07 explain the meaning of a.m. and p.m., and provide an example of an activity that occurs during the a.m., and another that occurs during the p.m.

Outcome M02: Students will be expected to read and record calendar dates in a variety of formats. [C, V]

Performance Indicators:

M02.01 write dates in a variety of formats (e.g., yyyy/mm/dd, dd/mm/yyyy, March 21, 2014, dd/mm/yy)
M02.02 relate dates written in the format yyyy/mm/dd to dates on a calendar
M02.03 identify possible interpretations of a given date (e.g., 06/03/04)

Outcome M03: Students will be expected to demonstrate an understanding of area of regular and irregular 2-D shapes by

- recognizing that area is measured in square units
- selecting and justifying referents for the units square centimetre (cm^2) or square metre (m^2)
- estimating area using referents for cm^2 or m^2
- determining and recording area (cm^2 or m^2)
- constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area

[C, CN, ME, PS, R, V]

Performance Indicators:

M03.01 describe area as the measure of surface recorded in square units
M03.02 identify and explain why the square is the most efficient unit for measuring area
M03.03 provide a referent for a square centimetre, and explain the choice
M03.04 provide a referent for a square metre, and explain the choice
M03.05 determine which standard square unit is represented by a given referent
M03.06 estimate the area of a given 2-D shape using personal referents
M03.07 determine the area of a regular 2-D shape, and explain the strategy
M03.08 determine the area of an irregular 2-D shape, and explain the strategy
M03.09 construct a rectangle for a given area
M03.10 demonstrate that many rectangles are possible for a given area by drawing at least two different rectangles for the same given area

Geometry

Outcome G01: Students will be expected to describe and construct rectangular and triangular prisms. [C, CN, R, V]

Performance Indicators:

G01.01 identify and name common attributes of rectangular prisms from given sets of rectangular prisms
G01.02 identify and name common attributes of triangular prisms from given sets of triangular prisms
G01.03 sort a given set of right rectangular and triangular prisms, using the shape of the base
G01.04 construct and describe a model of a rectangular and a triangular prism, using materials such as pattern blocks or modelling clay
G01.05 construct rectangular prisms from their nets
G01.06 construct triangular prisms from their nets
G01.07 identify examples of rectangular and triangular prisms found in the environment

Outcome G02: Students will be expected to demonstrate an understanding of congruency, concretely and pictorially. [CN, R, V]

Performance Indicators:

G02.01 determine if two given 2-D shapes are congruent, and explain the strategy used
G02.02 create a shape that is congruent to a given 2-D shape, and explain why the two shapes are congruent
G02.03 identify congruent 2-D shapes from a given set of shapes shown in different positions in space

Outcome G03: Students will be expected to demonstrate an understanding of line symmetry by

- identifying symmetrical 2-D shapes
- creating symmetrical 2-D shapes
- drawing one or more lines of symmetry in a 2-D shape

[C, CN, V]

Performance Indicators:

G03.01 identify the characteristics of given symmetrical and non-symmetrical 2-D shapes
G03.02 sort a given set of 2-D shapes as symmetrical and non-symmetrical
G03.03 complete a symmetrical 2-D shape, given one-half the shape and its line of symmetry, and explain the process
G03.04 identify lines of symmetry of a given set of 2-D shapes, and explain why each shape is symmetrical
G03.05 determine whether or not a given 2-D shape is symmetrical by using an image reflector or by folding and superimposing
G03.06 create a symmetrical shape with and without manipulatives and explain the process
G03.07 provide examples of symmetrical shapes found in the environment, and identify the line(s) of symmetry
G03.08 sort a given set of 2-D shapes as those that have no lines of symmetry, one line of symmetry, or more than one line of symmetry
G03.09 explain connections between congruence and symmetry using 2-D shapes

Statistics and Probability

Outcome SP01: Students will be expected to demonstrate an understanding of many-to-one correspondence. [C, R, T, V]

Performance Indicators:

SP01.01 compare graphs in which the same data has been displayed using one-to-one and many-to-one correspondences, and explain how they are the same and different

SP01.02 explain why many-to-one correspondence is sometimes used rather than one-to-one correspondence

SP01.03 find examples of graphs in print and electronic media, such as newspapers, magazines, and the Internet, in which many-to-one correspondence is used; and describe the correspondence used

Outcome SP02: Students will be expected to construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]

Performance Indicators:

SP02.01 identify an interval and correspondence for displaying a given set of data in a graph, and justify the choice

SP02.02 create and label (with categories, title, and legend) a pictograph to display a given set of data, using many-to-one correspondence, and justify the choice of correspondence used

SP02.03 create and label (with axes and title) a bar graph to display a given set of data, using many-to-one correspondence, and justify the choice of interval used

SP02.04 answer a given question, using a given graph in which data is displayed using many-to-one correspondence

Music 4

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

1.1.1 sing alone and with others, with emphasis on expressive singing, phrasing, range, and more complex textures including two- and three-part rounds and canons

1.2.1 identify ways that the elements of music are used to express thoughts, experiences, and feelings in their own and others' work

1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture through language, movement, and performance

1.3.1 sight-read simple melodies from traditional notation with emphasis on stepwise movement and dynamics

1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on question and answer phrases

2.1.1 improvise simple rhythmic variations and simple melodic embellishments on familiar melodies

2.2.1 use specific materials, techniques, and forms to create, make and present music

2.2.2 sing alone and with others, with emphasis on expressive singing, reading, phrasing, range and more complex textures

2.3.1 participate in large- and small-ensemble music making

3.1.1 demonstrate an awareness of places in their community where they can learn about and experience music, including music of other cultures

3.2.1 describe their music-making experiences in their community

3.3.1 identify, describe, and compare instruments from a variety of cultural and historical contexts.

4.1.1 use their knowledge and experience to respect and value the musical contributions of cultural groups in their own community

4.2.1 explore the role music plays in the indigenous cultures of Canada

4.3.1 explore the work of various composers and musicians and their contribution to society, past and present

5.1.1 explore a range of ways that music may be used to reflect themes and ideas
5.1.2 explore and identify the relationship between work/working environment and music, past and present

5.2.1 identify connections between music and movement, including drama and dance

6.1.1 identify problems and possible solutions in the music-making process

6.2.1 use musical criteria to evaluate performance of classroom repertoire, with emphasis on melody and harmony
6.2.2 use knowledge of music elements to describe the music they hear

6.3.1 demonstrate respect for others' responses to music

7.1.1 recognize common orchestral and keyboard instruments by sight and sound

7.2.1 experiment with available technologies while creating and making music

7.3.1 explore the effects of changing technologies on common instruments

8.2.1 investigate the source of ideas for the music they listen to and make

8.3.1 explore their own musical work in light of what they intended

Physical Education 4

General Curriculum Outcomes

Students will be expected to

A demonstrate knowledge, skills, and attitudes necessary to be active for life
B demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
C participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

Specific Curriculum Outcomes

Students will be expected to

Active for Life

A4.1 demonstrate an understanding of health-related physical fitness components and develop personal SMART goals for health-related physical fitness
A4.2 apply effective motivation concepts that demonstrates effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life
A4.3 apply safety and risk-management practices during physical education classes and identify how these practices enhance physically active living at home, at school, and in the community, including active transportation
A4.4 perform warm-up and cool-down activities and explain the health benefits

Skill and Movement Concepts

B4.1 demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
B4.2 demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
B4.3 demonstrate decision-making skills while applying skill combinations and movement concepts as adaptations are placed on settings, space, time, rules, and tasks

Life Skills

C4.1 apply effective coping strategies and peaceful conflict-resolution skills across learning experiences in physical education and explain ways to connect these to other areas of school life
C4.2 demonstrate proper care for built and natural environments
C4.3 describe their feelings having collaborated with others and explore other areas within school life where collaboration could be beneficial to them and others
C4.4 identify positive attributes of a group member during different types of physical activities, and explore other areas of life where they could use these attributes

Science 4

General Curriculum Outcomes

STSE/Knowledge

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

Skills

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

Attitudes

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

Specific Curriculum Outcomes

Students will be expected to

Life Science: Habitats

HABITATS AND POPULATIONS

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

COLLECTING SCIENTIFIC INFORMATION USING MODELS OF NATURAL HABITATS

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

Behavioural and Structural Features of Animals That Enable Them to Survive in Their Habitat

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

Structural Features of Plants That Enable Them to Survive in Their Habitat

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

Food Chains

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

Physical Science: Light

Optical Devices

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

Sources of Light

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

Light Radiates from a Source

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

Objects That Absorb, Transmit, and/or Reflect Light

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

BENDING LIGHT

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

DISPERSION OF LIGHT

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

Physical Science: Sound

OBJECTS THAT MAKE SOUNDS

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

SOUND VIBRATIONS

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

PITCH, LOUDNESS, AND SOUND TECHNOLOGY

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

THE EAR, HEARING LOSS, AND NOISE POLLUTION

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

Earth and Space Science: Rocks, Minerals, and Erosion

COLLECTING AND COMPARING ROCKS AND MINERALS

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

PROPERTIES OF ROCKS AND MINERALS

- explore physical properties of local rocks and minerals, using appropriate tools to collect and compare with those from other places (204-8, 205-5, 300-5, 300-6)
- classify rocks and minerals by creating a chart or diagram that illustrates the classification scheme and compare results with others (104-4, 206-1, 207-2)

USES FOR ROCKS AND MINERALS

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

EROSION AND WEATHERING

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

SOIL FORMATION AND COMPOSITION

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

RECORD IN ROCKS

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

SUDDEN AND SIGNIFICANT CHANGES IN THE LAND

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

Social Studies 4

General Curriculum Outcomes

Students will be expected to

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and Environment

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

Time, Continuity, and Change

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

Specific Curriculum Outcomes

Conceptual Organizer: Explorations

Students will be expected to

UNIT 1: EXPLORATION

4.1.1 examine the concept of exploration

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

4.2.1 examine the stories of various explorers of land, ocean, space, and ideas
4.2.2 analyze factors that motivate exploration
4.2.3 evaluate the impact of exploration over time

UNIT 3: EXPLORING OUR WORLD

4.3.1 examine major physical features of the world
4.3.2 describe the main attributes of rivers, islands, mountains, and oceans
4.3.3 examine the relationship between humans and the physical environment

UNIT 4: EXPLORING THE LANDSCAPES OF CANADA

4.4.1 describe the physical landscape of Canada
4.4.2 examine the human landscape of Canada
4.4.3 describe the political landscape of Canada
4.4.4 examine symbols associated with Canada's landscapes

Visual Arts 4

General Curriculum Outcomes

Making

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

Looking

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

Reflecting

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

Specific Curriculum Outcomes

Students will be expected to

1.1 acknowledge and express through art making their personal relationship to the world
1.2 experiment with a range of materials and processes
1.3 use a combination of the visual elements and principles of art and design in art making

2.1 work individually and with others to solve problems and express ideas

3.1 recognize and describe a variety of art forms
3.2 compare art across cultures
3.3 recognize that people use a variety of approaches when making art
3.4 use technology to locate works of art

4.1 show respect for and value their own work and that of others
4.2 share thoughts and ideas about artworks
4.3 recognize that there are many ways of perceiving and knowing

5.1 explore art as a way of expressing ideas and points of view
5.2 demonstrate the ability to ask questions about and respond to art in various ways
5.3 investigate art and the lives of artists within cultural/historical/social contexts

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

Grade 5

English Language Arts 5

General Curriculum Outcomes

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

Specific Curriculum Outcomes

Students will be expected to

1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
1.3 explain and support personal ideas and opinions
1.4 listen critically to others' ideas and opinions and points of view

2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
2.2 use word choice and expression appropriate to the speaking occasion
2.3 give and follow precise instructions and respond to questions and directions
2.4 engage in, respond to, and evaluate oral presentations

3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
3.3 consider purpose and the needs and expectations of their audience

4.1 select, independently, texts appropriate to their interests and learning needs
4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors
4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context
4.5 describe and discuss their own processes and strategies in reading and viewing

5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
- respond to personal, group, and instructional needs for information through accessing a variety of texts
- demonstrate understanding of how classification systems and basic reference materials are used to facilitate research
- use a range of reference texts and a database or an electronic search to aid in the selection of texts
- increase their abilities to access information in response to their own and others' questions

6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
6.2 support their opinions about texts and features of types of texts

7.1 use their background knowledge to question and analyze information presented in print and visual texts
7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view
7.3 respond critically to texts by
- applying strategies to analyze a text
- demonstrating growing awareness that all texts reflect a purpose and a point of view
- identifying instances where language is being used to manipulate, persuade, or control them
- identifying instances of opinion, prejudice, bias, and stereotyping

8.1 use a range of strategies in writing and other ways of representing to
- frame questions and answers to those questions
- generate topics of personal interest and importance
- record, develop, and reflect on ideas, attitudes, and opinions
- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes
- record and reflect on experiences and their responses to them
- formulate and monitor goals for learning
- practise and extend strategies for monitoring learning

8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)
8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms
- use specific features, structures, and patterns of various text forms to create written and media texts

9.2 address the demands of a variety of purposes and audiences
- make choices of form, style, and content for specific audiences and purposes

9.3 invite responses to early drafts of their writing/media productions
- use audience reaction to help shape subsequent drafts
- reflect on their final drafts from a reader's/viewer's/listener's point of view

10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

10.2 demonstrate an increasing understanding of the conventions of written language in final products
- use basic spelling rules and show an understanding of irregularities
- use appropriate syntax in final products
- use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)

10.3 use technology with increasing proficiency to create, revise, edit, and publish texts

10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement

10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

Français de base 5e année

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

RAG 1 Communication : L'élève devrait être capable de communiquer en français, de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

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

RAG 2 Culture : L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

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

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

RAG 3 Formation langagière générale : L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

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

RAG 4 Langue : L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

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

5.4.9 réviser et corriger son texte en se servant des connaissances du vocabulaire, des expressions, de l'accord du genre, du nombre et des formes des verbes et des adjectifs

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

Gaelic 3–9

General Curriculum Outcomes

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

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

LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING

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

***AIRE AIR CULTUR* / CULTURAL AWARENESS**

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

Specific Curriculum Outcomes

Còmhradh agus Eisteachd / Speaking and Listening

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self
KSCO 2: demonstrate an understanding of and convey basic information about common topics
KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

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

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home and Community

Students will be expected to

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

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences
11.2 share personal reflections

Leughadh agus Sgrìobhadh / Reading and Writing

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 12: identify familiar words and expressions in print

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension
KSCO 14: read and respond to texts consisting of language from a familiar context

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

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)
14.2 revise and correct texts using a checklist

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 15: read familiar texts to extract specific information
KSCO 16: read and write to respond to texts using more complex structures
KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources
15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text
16.2 demonstrate comprehension through written response

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

Aire air Cultur / Cultural Awareness

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

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

18.1 recognize and celebrate cultural diversity in the classroom/school
18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*")
18.3 participate in song, music, dance, storytelling, and lore of the Gael

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

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

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaq, Gaelic, African Nova Scotian, Ukrainian, Irish)
19.2 research and examine the origins of the Gaels in Nova Scotia
19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

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

20.1 recognize and acknowledge diversity in the global Gaelic community
20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries
20.3 express and interpret the culture of the Gaels through the fine arts

Health Education 5

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

Healthy Self

1.1 demonstrate an understanding that sexual orientation is a part of our personality and explore the harmful effects of homophobia
1.2 describe the male and female reproductive systems, explaining the process of reproduction and how the reproduction system matures through the process of puberty
1.3 practise skills for managing stress in their lives
1.4 recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others
1.5 demonstrate an understanding of the basic nutrients found in food and the function they serve within the body
1.6 assess total minutes of short and long periods of moderate and vigorous activity for an average day of the week or weekend
1.7 demonstrate an understanding of the impact caffeine has on the body, health, and performance

Healthy Relationships

2.1 demonstrate an awareness of, and ways to prevent common chronic and communicable diseases, including HIV, Hepatitis B and C, and the potential impact of disease on the lives of themselves and their families
2.2 examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home
2.3 recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression
2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviours

Healthy Community

3.1 assess sources of information via the Internet for safety and reliability, and practise ways to enhance safe use of the Internet

3.2 demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health

3.3 analyze gendered media messages and how they may impact body image, create expectations about gender roles, and affect how we express our gender

Information and Communication Technology 5

Digital Citizenship (DC)

Students act ethically and with critical understanding while using information and communication technology in the context of local and global communities.

DC1: Students will be expected to understand and demonstrate behaviours that ensure their own and others' health, safety, and privacy.

DC2: Students will be expected to follow best practices of active digital citizenship as they participate in and contribute to local, national, and global communities.

DC2.1.5: Students will be expected to use information and communication technology to address opportunities for the development of active local and global citizenship embedded within the grade 5 curriculum.

DC2.2.5: Students will be expected to demonstrate, with some teacher assistance, ethical and responsible online digital citizenship by

- presenting information accurately
- respecting personal privacy and safety
- choosing appropriate language for the intended audience and purpose

DC3: Students will be expected to respond personally and with developing critical awareness to a range of print, media, and electronic resources.

DC3.1.5: Students will be expected to respond personally and independently, with developing critical awareness, to a range of print, media, and electronic resources selected for use at this grade level.

DC4: Students will be expected to consider the social and ethical issues involved in the use and digital distribution of information and the effects on individuals, communities, and cultures.

DC4.1.5: Students will be expected to interpret and apply, with some teacher assistance, practices that comply with copyright guidelines to

- interpret copyright information for resources to determine whether permission to copy, reuse, and change works is required
- request and document receipt of required copyright permissions for intellectual property
- cite intellectual property accurately using a recommended citation development engine

Productivity (P)

Students will use digital tools to construct knowledge, present learning, and develop innovative products and processes.

P1: Students will be expected to use digital tools to plan, create, and publish their work, both individually and collaboratively.

P1.1.5: Students will be expected to use grade-appropriate digital tools to plan, organize, and represent their learning for various purposes and audiences, both individually and collaboratively.

P2: Students will be expected to use digital tools to develop ideas and original works in innovative ways.

P2.1.5: Students will be expected to use digital tools to build on existing knowledge, extend their understanding, and create new ideas, innovative products, or processes.

Communication (COM)

Through the use of ICT tools and environments, students create, consider, and communicate their ideas for various purposes and audiences.

C1: Students will be expected to understand and use respectful and clear communication conventions to interact, collaborate, create, and learn with others for various purposes and audiences.

C1.1.5: Students will be expected to follow, with some teacher assistance, conventions and models of respectful, clear communication to interact, collaborate, create, and learn with others.

C1.2.5: Students will be expected to communicate, with some teacher assistance, information and ideas effectively to multiple audiences using a variety of media and formats.

Research, Innovation, Problem Solving, and Decision Making (RIPSD)

Students will be expected to use critical-thinking skills with appropriate digital tools and resources to plan and conduct research, manage products, solve problems, and make informed decisions.

RIPSD1: Students will be expected to locate and select relevant information using the appropriate organizational features and search strategies applicable to various media.

RIPSD1.1.5: Students will be expected to use and navigate, with some assistance, organizational and text structure features of traditional and digital media for grade 5 to locate specific information to meet their learning needs and interests.

RIPSD1.2.5: Students will be expected to locate and select, with some teacher assistance, learning resources in a range of media for grade 5 curriculum use by

- generating and selecting search criteria
- using advanced features of search engines

- assessing search results for relevance, reliability, and validity

RIPSD2: Students will be expected to use measuring devices accurately, record data to create electronic charts, and analyze their data to make predictions, define relationships, and support decision making.

RIPSD2.1.5: Students will be expected to use curriculum-specific data collection strategies, probeware, and data collection/recording tools for grade 5 inquiry-based learning.

Technology Operations and Concepts (TOC)

Students demonstrate an understanding of technology concepts, systems, and operations.

TOC1: Students will be expected to

- safely use many forms of current technology for learning with growing competence
- demonstrate conceptual understanding of how information and communication technology, digital tools, and authorized networks support their learning
- use terminology related to information and communication technology

TOC1.1.5: Students will be expected to use, with growing independence, the terminology, features, and functionality of information and communication technology, grade-appropriate digital tools, and authorized educational networks to achieve grade-level curriculum learning outcomes.

Mathematics 5

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Number

Outcome N01: Students will be expected to represent, partition, and compare whole numbers to 1 000 000. [C, CN, V, T]

Performance Indicators:

N01.01 read a given numeral without using the word “and”
N01.02 record numerals for numbers expressed orally, concretely, pictorially, or symbolically as expressions, using proper spacing without commas
N01.03 describe the pattern of adjacent place positions moving from right to left
N01.04 explain the meaning of each digit in a given numeral
N01.05 provide examples of large numbers used in print or electronic media
N01.06 express a given numeral in expanded notation
N01.07 write the numeral represented by a given expanded notation
N01.08 compare and order numbers to 1 000 000 in a variety of ways
N01.09 represent a given numeral, 0 to 1 000 000, using a place-value chart
N01.10 represent a given number, 0 to 1 000 000, in a variety of ways, and explain how they are equivalent
N01.11 represent a given number, 0 to 1 000 000, using expressions
N01.12 read and write given numerals, 0 to 1 000 000, in words

Outcome N02: Students will be expected to use estimation strategies, including front-end, front-end adjusted, rounding, and compatible numbers, in problem-solving contexts. [C, CN, ME, PS, R, V]

Performance Indicators:

N02.01 provide a context for when estimation is used to make predictions, check the reasonableness of an answer, and determine approximate answers
N02.02 describe contexts in which overestimating is important
N02.03 determine the approximate solution to a given problem not requiring an exact answer
N02.04 estimate a sum, a difference, a product, or a quotient using an appropriate strategy
N02.05 select and explain an estimation strategy for a given problem

Outcome N03: Students will be expected to describe and apply mental mathematics strategies and number properties to recall, with fluency, answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V]

Performance Indicators:

N03.01 describe the mental mathematics strategy used to determine basic multiplication or division facts
N03.02 explain why multiplying by 0 produces a product of 0 (zero property of multiplication)
N03.03 explain why division by 0 is not possible or is undefined (e.g., 8 ÷ 0)
N03.04 quickly recall multiplication facts up to 9 × 9 and related division facts

Outcome N04: Students will be expected to apply mental mathematics strategies for multiplication, including

- multiplying by multiples of 10, 100, and 1000
- halving and doubling
- using the distributive property

[C, ME, R]

Performance Indicators:

N04.01 determine the products when one factor is a multiple of 10, 100, or 1000
N04.02 apply halving and doubling when determining a given product (e.g., 32 × 5 is the same as 16 × 10)
N04.03 apply the distributive property to determine a given product that involves multiplying factors that are close to multiples of 10 (e.g., 98 × 7 = (100 × 7) – (2 × 7))

Outcome N05: Students will be expected to demonstrate, with and without concrete materials, an understanding of multiplication (two-digit by two-digit) to solve problems. [C, CN, PS, V]

Performance Indicators:

N05.01 model the multiplication of two two-digit factors, using concrete and visual representations of the area model, and record the process symbolically
N05.02 illustrate partial products in expanded notation for both factors (e.g., for 36 × 42, determine the partial products for (30 + 6) × (40 + 2))
N05.03 represent both two-digit factors in expanded notation to illustrate the distributive property; for example, to determine the partial products of 36 × 42, record
(30 + 6) × (40 + 2) =
(30 × 40) + (30 × 2) + (6 × 40) + (6 × 2) =
1200 + 60 + 240 + 12 = 1512

N05.04 describe a solution procedure for determining the product of two given two-digit factors, using a pictorial representation such as an area model
N05.05 solve a given multiplication problem in context, using personal strategies, and record the process
N05.06 create and solve multiplication story problems, and record the process symbolically
N05.07 determine the product of two given numbers using a personal strategy and record the process symbolically

Outcome N06: Students will be expected to demonstrate, with and without concrete materials, an understanding of division (three-digit by one-digit), and interpret remainders to solve problems.
[C, CN, PS]

Performance Indicators:
N06.01 model the division of two given numbers, using concrete or visual representations, and record the process symbolically
N06.02 explain that the interpretation of a remainder depends on the context
- ignore the remainder (e.g., making teams of four from 22 people [five teams, but two people are left over])
- round the quotient up (e.g., the number of five-passenger cars required to transport 13 people)
- express remainders as fractions (e.g., five apples shared by two people)
- express remainders as decimals (e.g., measurement and money)

N06.03 solve a given division problem in context, using personal strategies, and record the process
N06.04 create and solve division story problems, and record the process symbolically
N06.05 determine the quotient of two given numbers using a personal strategy and record the process symbolically

Outcome N07: Students will be expected to demonstrate an understanding of fractions by using concrete, pictorial, and symbolic representations to
- create sets of equivalent fractions
- compare and order fractions with like and unlike denominators

[C, CN, PS, R, V]

Performance Indicators:
N07.01 represent a given fraction of one whole, set, linear model, or region using concrete materials
N07.02 create a set of equivalent fractions, and explain, using concrete materials, why there are many equivalent fractions for any given fraction
N07.03 model and explain that equivalent fractions represent the same quantity
N07.04 determine if two given fractions are equivalent, using concrete materials or pictorial representations
N07.05 identify equivalent fractions for a given fraction
N07.06 compare and order two given fractions with unlike denominators by creating equivalent fractions
N07.07 position a given set of fractions with like and unlike denominators on a number line, and explain strategies used to determine the order
N07.08 formulate and verify a personal strategy for developing a set of equivalent fractions

Outcome N08: Students will be expected to describe and represent decimals (tenths, hundredths, and thousandths) concretely, pictorially, and symbolically. [C, CN, R, V]

Performance Indicators:

N08.01 write the decimal for a given concrete or pictorial representation of part of a set, part of a region, or of a unit of measure

N08.02 represent a given decimal using concrete materials or a pictorial representation

N08.03 represent an equivalent tenth, hundredth, or thousandth for a given decimal, using concrete or visual representations

N08.04 express a given tenth as an equivalent hundredth and thousandth

N08.05 express a given hundredth as an equivalent thousandth

N08.06 explain the value of each digit in a given decimal

Outcome N09: Students will be expected to relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]

Performance Indicators:

N09.01 express, orally and symbolically, a given fraction with a denominator of 10, 100, or 1000 as a decimal

N09.02 read decimals as fractions (e.g., 0.45 is read as zero and forty-five hundredths)

N09.03 express, orally and symbolically, a given decimal in fraction form

N09.04 represent the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ as decimals using base-ten blocks, grids, and number lines

N09.05 express a given pictorial or concrete representation as a fraction or decimal (e.g., 250 shaded squares on a thousandth grid can be expressed as 0.250 or $\frac{250}{1000}$)

Outcome N10: Students will be expected to compare and order decimals (to thousandths) by using benchmarks, place value, and equivalent decimals. [CN, R, V]

Performance Indicators:

N10.01 compare and order a given set of decimals by placing them on a number line that contains the benchmarks 0.0, 0.5, and 1.0

N10.02 compare and order a given set of decimals including only tenths using place value

N10.03 compare and order a given set of decimals including only hundredths using place value

N10.04 compare and order a given set of decimals including only thousandths using place value

N10.05 explain what is the same and what is different about 0.2, 0.20, and 0.200

N10.06 compare and order a given set of decimals, including tenths, hundredths, and thousandths, using equivalent decimals

Outcome N11: Students will be expected to demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V, ME]

Performance Indicators:

N11.01 predict sums and differences of decimals using estimation strategies

N11.02 use estimation to correct errors of decimal point placements in sums and differences without using paper and pencil

N11.03 explain why keeping track of place-value positions is important when adding and subtracting decimals

N11.04 solve problems that involve addition and subtraction of decimals, limited to thousandths, using personal strategies

Patterns and Relations

Outcome PR01: Students will be expected to determine the pattern rule to make predictions about subsequent terms. [C, CN, PS, R, V]

Performance Indicators:

PR01.01 extend a given increasing or decreasing pattern, with and without concrete materials, and explain how each term differs from the preceding one
PR01.02 describe, orally or in written form, a given pattern using mathematical language such as one more, one less, or five more
PR01.03 write a mathematical expression to represent a given pattern, such as $r + 1$, $r – 1$, $r + 5$
PR01.04 describe the relationship in a given table or chart using a mathematical expression
PR01.05 determine and explain why a given number is or is not the next term in a pattern
PR01.06 predict subsequent terms in a given pattern
PR01.07 solve a given problem by using a pattern rule to determine subsequent terms
PR01.08 represent a given pattern visually to verify predictions

Outcome PR02: Students will be expected to solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]

Performance Indicators:

PR02.01 explain the purpose of the letter variable in a given addition, subtraction, multiplication, or division equation with one unknown (e.g., $36 \div n = 6$)
PR02.02 express a given pictorial or concrete representation of an equation in symbolic form.
PR02.03 express a given problem as an equation where the unknown is represented by a letter variable
PR02.04 create a problem for a given equation with one unknown
PR02.05 solve a given single-variable equation with the unknown in any of the terms (e.g., $n + 2 = 5$, $4 + a = 7$, $6 = r – 2$, $10 = 2c$, $15 \div r = 3$)
PR02.06 identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially, or symbolically

Measurement

Outcome M01: Students will be expected to design and construct different rectangles, given a perimeter or an area or both (whole numbers), and make generalizations. [C, CN, PS, R, V]

Performance Indicators:

M01.01 draw two or more rectangles for a given perimeter in a problem-solving context
M01.02 draw two or more rectangles for a given area in a problem-solving context
M01.03 determine the shape that will result in the greatest area for any given perimeter
M01.04 determine the shape that will result in the least area for any given perimeter
M01.05 provide a real-life context for when it is important to consider the relationship between area and perimeter

Outcome M02: Students will be expected to demonstrate an understanding of measuring length (mm) by

- selecting and justifying referents for the unit millimetre (mm)
- modelling and describing the relationship between millimetre (mm) and centimetre (cm) units, and between millimetre (mm) and metre (m) units

[C, CN, ME, PS, R, V]

Performance Indicators:

M02.01 provide a referent for one millimetre, and explain the choice
M02.02 provide a referent for one centimetre, and explain the choice
M02.03 provide a referent for one metre, and explain the choice
M02.04 show that 10 millimetres is equivalent to one centimetre, using concrete materials
M02.05 show that 1000 millimetres is equivalent to one metre, using concrete materials
M02.06 provide examples of instances where millimetres are used as the unit of measure
M02.07 estimate and measure length in millimetres, centimetres, and metres

Outcome M03: Students will be expected to demonstrate an understanding of volume by

- selecting and justifying referents for cubic centimetre (cm^3) or cubic metre (m^3) units
- estimating volume using referents for cubic centimetre (cm^3) or cubic metre (m^3)
- measuring and recording volume (cm^3 or m^3)
- constructing rectangular prisms for a given volume

[C, CN, ME, PS, R, V]

Performance Indicators:

M03.01 identify and explain why the cube is the most efficient unit for measuring volume
M03.02 provide a referent for a cubic centimetre, and explain the choice
M03.03 provide a referent for a cubic metre, and explain the choice
M03.04 determine which standard cubic unit is represented by a given referent
M03.05 estimate the volume of a given 3-D object using personal referents
M03.06 determine the volume of a given 3-D object using manipulatives, and explain the strategy
M03.07 construct a rectangular prism for a given volume
M03.08 construct more than one rectangular prism for a given volume

Outcome M04: Students will be expected **to** demonstrate an understanding of capacity by

- describing the relationship between millilitre (mL) and litre (L) units
- selecting and justifying referents for millilitre (mL) and litre (L) units
- estimating capacity using referents for millilitre (mL) and litre (L)
- measuring and recording capacity (mL or L)

[C, CN, ME, PS, R, V]

Performance Indicators:

M04.01 demonstrate that 1000 millilitres is equivalent to one litre by filling a one-litre container using a combination of smaller containers
M04.02 provide a referent for one litre, and explain the choice
M04.03 provide a referent for one millilitre, and explain the choice
M04.04 determine the capacity unit of a given referent
M04.05 estimate the capacity of a given container using personal referents
M04.06 determine the capacity of a given container using materials that take the shape of the inside of the container (e.g., a liquid, rice, sand, beads), and explain the strategy

Geometry

Outcome G01: Students will be expected to describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are parallel, intersecting, perpendicular, vertical, and horizontal. [C, CN, R, T, V]

Performance Indicators:

G01.01 identify parallel, intersecting, perpendicular, vertical, and horizontal edges and faces on 3-D objects

G01.02 identify parallel, intersecting, perpendicular, vertical, and horizontal sides on 2-D shapes

G01.03 provide examples from the environment that show parallel, intersecting, perpendicular, vertical, and horizontal line segments

G01.04 find examples of edges, faces, and sides that are parallel, intersecting, perpendicular, vertical, and horizontal in print and electronic media, such as newspapers, magazines, and the Internet

G01.05 draw 2-D shapes that have sides that are parallel, intersecting, perpendicular, vertical, or horizontal

G01.06 build 3-D objects that have edges and faces that are parallel, intersecting, perpendicular, vertical, or horizontal

G01.07 describe the faces and edges of a given 3-D object using terms such as “parallel,” “intersecting,” “perpendicular,” “vertical,” or “horizontal”

G01.08 describe the sides of a given 2-D shape using terms such as “parallel,” “intersecting,” “perpendicular,” “vertical,” or “horizontal”

Outcome G02: Students will be expected to name, identify, and sort quadrilaterals, including rectangles, squares, trapezoids, parallelograms, and rhombi, according to their attributes. [C, R, V]

Performance Indicators:

G02.01 identify and describe the characteristics of a pre-sorted set of quadrilaterals

G02.02 sort a given set of quadrilaterals, and explain the sorting rule

G02.03 sort a given set of quadrilaterals according to the lengths of the sides

G02.04 sort a given set of quadrilaterals according to whether or not opposite sides are parallel

G02.05 sort a set of quadrilaterals based on properties such as diagonals are congruent, diagonals bisect each other, and opposite angles are equal

G02.06 name and classify quadrilaterals according to their attributes

Outcome G03: Students will be expected to perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image. [C, CN, T, V]

Performance Indicators:

G03.01 translate a given 2-D shape horizontally, vertically, or diagonally, draw the image, and describe the position and orientation of the image

G03.02 rotate a given 2-D shape about a vertex, draw the image, and describe the position and orientation of the image

G03.03 reflect a given 2-D shape in a line of reflection, draw the image, and describe the position and orientation of the image

G03.04 perform a transformation of a given 2-D shape by following instructions

G03.05 draw a 2-D shape, translate the shape, and record the translation by describing the direction and magnitude of the movement

G03.06 draw a 2-D shape, rotate the shape about a vertex, and describe the direction of the turn (clockwise or counter-clockwise) and the fraction of the turn (limited to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, or full turn)

G03.07 draw a 2-D shape, reflect the shape, and identify the line of reflection and the distance of the image from the line of reflection

G03.08 predict the result of a single transformation of a 2-D shape and verify the prediction

Outcome G04: Students will be expected to identify and describe a single transformation, including a translation, rotation, and reflection of 2-D shapes. [C, T, V]

Performance Indicators:

G04.01 provide an example of a translation, rotation, and reflection

G04.02 identify a given single transformation as a translation, rotation, or reflection

G04.03 describe a given rotation about a point of rotation by the direction of the turn (clockwise or counter-clockwise)

G04.04 describe a given reflection by identifying the line of reflection and the distance of the image from the line of reflection

G04.05 describe a given translation by identifying the direction and magnitude of the movement.

G04.06 identify transformations found in everyday pictures, art, or the environment

Outcome G05: Students will be expected to identify right angles. [ME, V]

Performance Indicators:

G05.01 provide examples of right angles in the environment

G05.02 sketch right angles without the use of a protractor

G05.03 label a right angle, using a symbol

G05.04 identify angles greater than or less than a right angle

Statistics and Probability

Outcome SP01: Students will be expected to differentiate between first-hand and second-hand data. [C, R, T, V]

Performance Indicators:

SP01.01 explain the difference between first-hand and second-hand data

SP01.02 formulate a question that can best be answered using first-hand data and explain why

SP01.03 formulate a question that can best be answered using second-hand data and explain why

SP01.04 find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the Internet

Outcome SP02: Students will be expected to construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]

Performance Indicators:

SP02.01 determine the attributes (title, axes, intervals, and legend) of double bar graphs by comparing a given set of double bar graphs

SP02.02 represent a given set of data by creating a double bar graph, label the title and axes, and create a legend without the use of technology

SP02.03 draw conclusions from a given double bar graph to answer questions

SP02.04 identify examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines, and the Internet
SP02.05 solve a given problem by constructing and interpreting a double bar graph

Outcome SP03: Students will be expected to describe the likelihood of a single outcome occurring, using words such as impossible, possible, and certain. [C, CN, PS, R]

Performance Indicators:
SP03.01 identify examples of events from personal contexts that are impossible, possible, or certain
SP03.02 classify the likelihood of a single outcome occurring in a probability experiment as impossible, possible, or certain
SP03.03 design and conduct a probability experiment in which the likelihood of a single outcome occurring is impossible, possible, or certain
SP03.04 conduct a given probability experiment a number of times, record the outcomes, and explain the results

Outcome SP04: Students will be expected to compare the likelihood of two possible outcomes occurring, using words such as “less likely,” “equally likely,” or “more likely.” [C, CN, PS, R]

Performance Indicators:
SP04.01 identify outcomes from a given probability experiment that are less likely, equally likely, or more likely to occur than other outcomes
SP04.02 design and conduct a probability experiment in which one outcome is less likely to occur than the other outcome
SP04.03 design and conduct a probability experiment in which one outcome is equally likely to occur as the other outcome
SP04.04 design and conduct a probability experiment in which one outcome is more likely to occur than the other outcome

Music 5

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

1.1.1 sing alone and with others with emphasis on expressive part singing, phrasing, range, and more complex textures, including counter melodies and descants

1.2.1 experiment with the elements of music to create musical works that explore topics and issues of personal interest

1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture, through language, movement, and performance

1.3.1 sight-read simple melodies from traditional notation with emphasis on skipwise movement and articulation

1.4.1 create and notate short musical works to express musical thoughts and ideas with an emphasis on motif and sequence

2.1.1 improvise short songs and instrumental pieces using a variety of sound sources, including traditional, non-traditional, body, and electronic

2.2.1 combine reading and singing/playing skills in their music making

2.2.2 use a range of materials, techniques, and forms to create, make, and present music

2.3.1 participate in small- and large-ensemble music making, presenting music that reflects diverse images, thoughts, and feelings

3.1.1 describe personal opportunities for music making in their community, including opportunities related to popular culture and the media

3.3.1 identify, describe, and compare styles of music from a variety of cultural and historical contexts

3.5.1 demonstrate an awareness of musicians in their community

4.1.1 use their knowledge and experience to respect and value the contributions of cultural groups in Canada

4.1.2 demonstrate an awareness of conventions of audience behaviour in a variety of performance contexts

4.2.1 explore the role music plays in the cultures of Asia and Africa

4.3.1 examine the contributions of various composers and musicians, past and present, to their society

5.1.1 explore and describe the relationship between music and local events and issues

5.2.1 identify similarities and differences between music and visual arts

5.2.2 express and communicate thoughts, experiences, and feelings through music and visual imagery

6.1.1 apply knowledge of music to make individual choices based on the thoughts, images, and feelings the music expresses

6.2.1 use musical criteria to evaluate their ability to maintain a melodic/harmonic part

6.2.2 compare the form and the principles of design in the rhythmic/melodic structure of classroom repertoire

6.2.3 use knowledge of musical elements to compare and contrast music of various genres

6.3.1 compare their own and others response to music making

7.1.1 recognize by sight and sound, and categorize by family, orchestral, band, and keyboard instruments

7.2.1 compare and contrast available technologies to create and record music

7.3.1 explore the effects of changing technologies on music recording and reproduction

8.1.1 explore various influences on composers and their works

8.2.1 describe reasons for their musical decisions

8.3.1 compare interpretations of musical works using appropriate terminology

8.4.1 examine their group presentations in light of what they intended

Physical Education 5

General Curriculum Outcomes

Students will be expected to

A demonstrate knowledge, skills, and attitudes necessary to be active for life
B demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
C participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

Specific Curriculum Outcomes

Students will be expected to

Active for Life

A5.1 demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.
A5.2 apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life
A5.3 demonstrate an understanding of factors associated with learning readiness as it applies to physical education
A5.4 apply safety practices during different types of physical activities in school, at home, and in the community and explain ways to manage risk related to physically active experiences in other areas of school life
A5.5 apply safe practices to active transportation and explain the long-term impact of safe active transportation on health-related physical fitness
A5.6 apply warm-up and cool-down activities safely during different types of physical activities, and explain how these activities can optimize performance

Skill and Movement Concepts

B5.1 demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
B5.2 demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
B5.3 demonstrate decision-making skills while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

Life Skills

C5.1 apply effective coping strategies and peaceful conflict resolution skills across learning experiences in physical education and explain ways to connect these to all areas of school life

C5.2 take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community

C5.3 apply respectful language and behaviour toward self and others during different physical activities, and explain how respectful language and behaviour impacts the learning environment

C5.4 demonstrate an understanding of how to give and receive specific feedback effectively, and explain how it positively impacts their performance and feelings

Science 5

General Curriculum Outcomes

STSE/Knowledge

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

Skills

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

Attitudes

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

Specific Curriculum Outcomes

Students will be expected to

Earth and Space Science: Weather

MEASURING AND DESCRIBING WEATHER

- identify and use weather-related folklore to predict weather (105-2)
- using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13)
- identify, classify, and compare clouds (104-4, 206-1)
- using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11)

SUN'S ENERGY REACHING THE EARTH

- relate the transfer of energy from the sun to weather and discuss the sun's impact on soil and water (206-5, 303-21)

PROPERTIES OF AIR

- describe situations demonstrating that air takes up space, has mass, and expands when heated (300-14)

MOVEMENT OF AIR AND WATER

- relate the constant circulation of water on Earth to processes of evaporation, condensation, and precipitation (301-13)

ENVIRONMENTAL ISSUES

- identify examples of weather phenomena that are currently being studied (105-1)
- describe how studies of the depletion of the ozone layer, global warming, and the increase in acid rain have led to new innovations and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)

Physical Science: Forces and Simple Machines

FORCES AND THEIR EFFECTS

- observe, investigate, and describe how forces can act directly (contact) or from a distance (non-contact) to move or hold objects in place (303-12, 303-13)
- demonstrate and describe the effect of increasing and decreasing the amount of force applied to an object (303-14)
- perform experiments to describe the force needed to lift or pull a given load in standard and non-standard units (205-4, 205-5, 205-6)

FRICTION

- investigate and compare the effect of friction on the movement of objects over a variety of surfaces (204-1, 204-5, 303-15)
- demonstrate the use of rollers, wheels, and axles in moving objects (303-16)

SIMPLE MACHINES: AN INTRODUCTION

- use simple machines to identify the effort and load required to move objects (205-2, 206-9, 303-17)

SIMPLE MACHINES: LEVERS

- design a lever for a particular task and differentiate between the positions of the fulcrum, the load, and the effort (303-18, 303-19)

SIMPLE MACHINES: PULLEYS, SYSTEMS OF MACHINES

- compare and record the force needed to lift and load an object by using a single pulley system with that needed to lift it by using a multiple pulley system and predict the effect of adding another pulley or load-lifting capacity (303-20, 204-3)
- design a system of machines to solve a task (204-7)
- describe examples of how simple machines have improved living conditions and identify machines that have been used in the past and that have developed over time (105-5, 107-8, 205-8)

Life Science: Meeting Basic Needs and Maintaining a Healthy Body

GROWTH AND DEVELOPMENT

- propose questions to investigate how our body works, and what its components are, and relate bodily changes to growth and development (204-1, 301-8)
- describe the role played by body systems in helping humans and other animals to grow and reproduce and to meet their basic needs (302-4)

THE SYSTEMS: DIGESTIVE, EXCRETORY, RESPIRATORY, AND CIRCULATORY

- describe the structure and function of the major organs of the digestive, excretory, respiratory, and circulatory systems (302-5)
- propose questions and carry out procedures to investigate the factors affecting breathing and heartbeat rate, and compile and display data from these investigations in a graph (205-1, 206-2)

SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS

- demonstrate how the skeletal, muscular, and nervous systems work together to produce movement (302-6)

BODY SYSTEMS

- select and use tools in building models of organs or body systems (205-2)

MAINTAINING A HEALTHY BODY

- describe the body's defences against infections and describe the role of the skin (302-7, 302-8)
- describe nutritional and other requirements for maintaining a healthy body and evaluate the usefulness of different information sources in answering questions about health and diet (206-4, 302-9)
- describe examples of medical techniques and technologies developed by Canadians and other cultures that have contributed to the knowledge of body organisms, systems, and health issues (106-2, 106-4, 107-12, 107-14)

Physical Science: Properties of and Changes in Materials

PROPERTIES OF MATERIALS

- classify materials as solids, liquids, or gases and illustrate this classification in a property chart (206-1, 300-9)

PHYSICAL CHANGES

- observe and identify changes in an object's appearance, state, and/or reversibility and classify it as a physical change or not (301-9, 205-5, 301-10)

CHEMICAL CHANGES

- describe and give examples of the interactions among materials, including gases, and discuss their properties (301-11, 301-12)
- work with team members to develop and carry out a plan to distinguish a material based on its chemical properties and display the results of the data (204-7, 207-3, 206-2, 204-5)

SOURCES/MASSES OF MATERIALS IN OBJECTS

- follow a given set of procedures to relate the mass of a whole object to the sum of the masses of its parts and suggest possible explanations for variations in the results (104-5, 205-3, 300-11)
- use a variety of sources and technologies to identify and describe the source of the materials found in an object, changes to the natural materials required to make the object, and how manufactured materials have been developed to improve living conditions (107-8, 205-8, 300-12)

Social Studies 5

General Curriculum Outcomes

Students will be expected to

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and Environment

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

Time, Continuity, and Change

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

Specific Curriculum Outcomes

Conceptual Organizer: Societies

Students will be expected to

UNIT ONE: INTRODUCTION

5.1.1 develop an understanding of how we learn about the past

UNIT TWO: ENVIRONMENT

5.2.1 explain how environment influenced the development of an ancient society

UNIT THREE: SOCIAL STRUCTURE

5.3.1 explain the importance of social structure in a society from the middle ages

UNIT FOUR: DECISION-MAKING

5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada

5.4.2 examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

UNIT FIVE: INTERACTIONS

5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

UNIT SIX: MY SOCIETY

5.6.1 illustrate the similarities and differences of past societies and your society

Visual Arts 5

General Curriculum Outcomes

Making

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

Looking

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

Reflecting

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

Specific Curriculum Outcomes

Students will be expected to

1.1 express themselves in relation to the world through art-making
1.2 develop ability and initiative in the use of techniques, technologies, materials, and equipment
1.3 use a combination of the visual elements and principles of design in art making

2.1 work individually and collaboratively to apply learned skills, solve problems, and express ideas.

3.1 compare various art forms
3.2 compare art across time
3.3 contrast personal styles of a variety of artists
3.4 use technology to locate works of art

4.1 discuss ideas and approaches with sensitivity and respect
4.2 identify similarities and differences in their own work and that of others
4.3 demonstrate that there are many ways of perceiving and knowing

5.1 recognize and respond to a rich variety of art forms
5.2 use appropriate language in expressing their own responses to artworks
5.3 describe art and the lives of artists within cultural/historical/social contexts

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

Grade 6

English Language Arts 6

General Curriculum Outcomes

1. Students will speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be able to interact with sensitivity and respect, considering the situation, audience, and purpose.

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

5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.
8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes

Students will be expected to

1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
1.3 defend and/or support their opinions with evidence
1.4 listen critically to others' ideas or opinions and points of view

2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
2.3 give and follow instructions and respond to a variety of questions and instructions
2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts

3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
3.3 make a conscious attempt to consider the needs and expectations of their audience

4.1 select, independently, texts appropriate to their range of interests and learning needs
4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors

4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
4.5 reflect on and discuss their own processes and strategies in reading and viewing

5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
- demonstrate understanding of the purpose of classification systems and basic reference materials
- use a range of reference texts and a database or an electronic search to facilitate the selection process

6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
6.2 reflect on and give reasons for their interpretations of an increasing variety of texts

7.1 recognize that facts can be presented to suit an author's purpose and point of view
- consider information from alternative perspectives

7.2 identify the conventions and structure of a variety of print and media texts and genres
7.3 make connections with the purpose of each text or genre
7.4 respond critically to texts by
- applying a growing range of strategies to analyze and evaluate a text
- demonstrate growing awareness that all texts reflect a purpose and a perspective
- recognizing when language is being used to manipulate, persuade, or control them
- detecting prejudice, stereotyping, and bias

8.1 use a range of strategies in writing and other ways of representing to
- frame questions and design investigations to answer their questions
- find topics of personal importance
- record, develop, and reflect on ideas
- compare their own thoughts and beliefs to those of others
- describe feelings, reactions, values, and attitudes
- record and reflect on experiences and their responses to them
- formulate goals for learning
- practise and apply strategies for monitoring learning

8.2 select appropriate note-making strategies from a growing repertoire
8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

9.1 create written and media texts using an increasing variety of forms
- demonstrate understanding that particular forms require the use of specific features, structures, and patterns

9.2 address the demands of an increasing variety of purposes and audiences
- make informed choices of form, style, and content for specific audiences and purposes

9.3 invite responses to early drafts of their writing/media productions
- use audience reaction to help shape subsequent drafts
- reflect on their final drafts from a reader's/viewer's/listener's point of view

10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
10.2 use the conventions of written language in final products
10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
10.4 demonstrate commitment to shaping pieces of writing and other representations
10.5 select, organize, and combine relevant information, from three to five sources

Français de base 6e année

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

RAG 1 Communication : L'élève devrait être capable de communiquer en français, de façon efficace et devrait être capable d'interagir de façon appropriée dans une variété de situations reliées à ses besoins et à ses intérêts.

6.1.1 suivre et donner des directives
6.1.2 se présenter, saluer
6.1.3 demander, donner des renseignements
6.1.4 exprimer et justifier ses désirs et ses préférences
6.1.5 identifier et décrire des objets, des animaux, des gens, des événements et des endroits qui font partie de son environnement
6.1.6 participer dans des conversations, des jeux, des remue-méninges, des sondages, des saynètes
6.1.7 inviter
6.1.8 convaincre
6.1.9 raconter un événement
6.1.10 faire un reportage
6.1.11 reconnaître des caractéristiques des différents types de textes écrits : *expressifs, informatifs, incitatifs, poétiques, ludiques*
6.1.12 lire pour trouver de l'information spécifique des journaux, des revues, des messages, des règles, des consignes, des livrets, des petites histoires, des chansons, des bandes dessinées, des ressources électroniques
6.1.13 inférer le déroulement, la conclusion d'une histoire
6.1.14 réagir à l'aide de chants de mimes de dessins d'art dramatique
6.1.15 composer des cartes de souhaits, des lettres, des descriptions simples, des reportages, des listes, des slogans, des légendes pour des illustrations et des cartes, des comptines, des chansons et des chants, des bandes dessinées, des mots croisés, des affiches, du courrier électronique
6.1.16 réviser et corriger son texte selon une liste de vérification/un modèle

RAG 2 Culture : L'élève devrait être capable de démontrer une appréciation des cultures francophones tout en les comparant à sa propre culture et devrait être capable de démontrer une compréhension des liens entre la culture, la langue et l'identité dans le contexte multiculturel du Canada.

6.2.1 reconnaître et décrire à l'oral et à l'écrit le fait acadien sur le plan local et provincial : par exemple, *les noms de la famille, des rues, des restaurants, des écoles et des lieux*
6.2.2 reconnaître le fait francophone dans les autres provinces : *les communautés*
6.2.3 reconnaître et décrire à l'oral et à l'écrit certains aspects de la culture acadienne et des francophones dans les autres provinces, par exemple, *la nourriture, les fêtes*
6.2.4 comparer sa culture et celles des acadiens
6.2.5 comparer certains aspects de la culture acadienne et d'autres cultures
6.2.6 écouter de la musique francophone populaire auprès des jeunes
6.2.7 nommer quelques musiciens acadiens et québécois, des athlètes, des politiciens, etc.
6.2.8 regarder/écouter les médias en français, y incluant l'Internet

6.2.9 lire des publicités concernant les activités culturelles par exemple, *les dépliants, les affiches, les journaux, les revues*
6.2.10 identifier quelques personnes célèbres représentant la mosaïque canadienne
6.2.11 chanter « Ô Canada »
6.2.12 chanter des chansons folkloriques traditionnelles
6.2.13 utiliser des comptines, des rimes associés aux jeux
6.2.14 se rendre compte que les étiquettes sont écrites dans les deux langues officielles
6.2.15 reconnaître que la publicité canadienne est dans les deux langues officielles

RAG 3 Formation langagière générale : L'élève devrait être capable de choisir et mettre en pratique des stratégies pour faciliter ses communications en français et faciliter son apprentissage.

6.3.1 anticiper le sens d'un texte oral ou écrit
6.3.2 créer des liens entre un texte oral ou écrit et ses connaissances antérieures
6.3.3 utiliser des images, des représentations graphiques, des objets, des gestes et des actions pour communiquer
6.3.4 repérer des mots clés dans un texte
6.3.5 demander de répéter et/ou de ralentir
6.3.6 demander des précisions, des explications
6.3.7 reconnaître les mots apparentés
6.3.8 reconnaître les mots amis
6.3.9 deviner selon le contexte
6.3.10 prendre des risques et accepter l'erreur
6.3.11 pratiquer
6.3.12 écouter attentivement et sélectivement
6.3.13 démontrer une tolérance pour l'ambiguïté
6.3.14 se servir des modèles de production
6.3.15 se servir d'une variété de ressources et de technologies
6.3.16 faire un retour réflexif sur son apprentissage
6.3.17 interagir et coopérer avec ses pairs : par exemple, *prendre son tour, accepter des suggestions apportées par les autres, partager l'information et l'équipement*
6.3.18 suivre des étapes d'un processus de rédaction

RAG 4 Langue : L'élève devrait être capable de reconnaître et d'utiliser en contexte des éléments du code linguistique, pour faciliter ses communications en français.

6.4.1 se présenter, saluer en se servant des phrases simples au présent
6.4.2 demander, donner des renseignements en se servant des phrases simples au présent; des interrogatives, des adjectifs
6.4.3 demander, donner des renseignements en se servant des phrases simples au futur proche et au passé composé (1re personne singulier)
6.4.4 suivre et donner des directives en se servant de l'impératif, de l'infinitif
6.4.5 raconter un événement ou faire un reportage en se servant du présent, du passé composé, de la négation et des mots connecteurs comme *et, mais, ou, puis, parce que*
6.4.6 inférer le déroulement, la conclusion d'une histoire en se servant des temps des verbes et des mots connecteurs
6.4.7 composer des textes différents en se servant des phrases simples au présent; l'impératif; la négation, l'interrogation
6.4.8 composer des textes différents en se servant des phrases simples au futur proche, au passé composé (1re personne singulier); des mots connecteurs

6.4.9 réviser et corriger son texte en se servant des connaissances du vocabulaire, des expressions, de l'accord du genre, du nombre et des formes des verbes et des adjectifs

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

Gaelic 3–9

General Curriculum Outcomes

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

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

LEUGHADH AGUS SGRÌOBHADH / READING AND WRITING

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

***AIRE AIR CULTUR* / CULTURAL AWARENESS**

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

Specific Curriculum Outcomes

Còmhradh agus Eisteachd / Speaking and Listening

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 1: demonstrate an understanding of and convey some basic everyday courtesy phrases; respond to simple questions about self
KSCO 2: demonstrate an understanding of and convey basic information about common topics
KSCO 3: demonstrate an understanding of and convey simple language for giving instructions and directions in a school setting

1.1 use courtesy greetings (e.g., *Ciamar a tha thu?*)
1.2 respond to expressions of praise and reinforcement (e.g., *Tha sin math!*)
1.3 demonstrate an understanding of and use questions and statements regarding name, age, and place of residence

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

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home and Community

Students will be expected to

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

4.1 use a variety of question forms to investigate self, home, and environment both past and present (e.g., *Càit'an robh thu?*)

5.1 demonstrate an understanding of and use words and phrases for common objects from the home and community (e.g., family, food, animals, household objects, land and sea, community landmarks, place names, time, communication)

6.1 follow and give directions in situations pertaining to the home and school (e.g., *Tòisich thusa!*)

7.1 express likes and dislikes (e.g., *Is toigh leam Ceap Breatainn.*)

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 8: demonstrate an understanding of and use a wider range of courtesy expressions, questions, and answers; respond to questions about self and others
KSCO 9: demonstrate an understanding of and use information about common topics, past events, future intentions
KSCO 10: demonstrate an understanding of and use more complex language structures for giving instructions and directions and respond to same
KSCO 11: demonstrate an understanding of and use a variety of expressions of feelings, opinions, and preferences

8.1 independently initiate and engage in conversation

9.1 describe in more extended terms people, things, places, and experiences (e.g., hobbies, preferences, special occasions, occupations, travel, pastimes, seasonal activities)

10.1 give instructions and directions conveying several items of information related to school activities and situations

11.1 share information about personal experiences
11.2 share personal reflections

Leughadh agus Sgrìobhadh / Reading and Writing

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

KSCO 12: identify familiar words and expressions in print

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

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

KSCO 13: read simple signs, phrases, and instructions and demonstrate comprehension
KSCO 14: read and respond to texts consisting of language from a familiar context

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

14.1 compose more detailed sentences and questions (*Bha mise anns an sgoil an diugh.*)
14.2 revise and correct texts using a checklist

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

KSCO 15: read familiar texts to extract specific information
KSCO 16: read and write to respond to texts using more complex structures
KSCO 17: create Gaelic texts

15.1 read to find information in newspapers, signs, short stories, songs, comics, advertisements, and electronic resources
15.2 demonstrate an understanding of the main ideas in a simple text

16.1 provide a personal reflection to text
16.2 demonstrate comprehension through written response

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

Aire air Cultur / Cultural Awareness

STAGE 1: TOISEACH TÒISEACHAIDH / INTRODUCTION

Self / Immediate Environment

Students will be expected to

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

18.1 recognize and celebrate cultural diversity in the classroom/school
18.2 make personal connections to Gaelic (e.g., place names, surnames, nicknames, "*sloinneadh*")
18.3 participate in song, music, dance, storytelling, and lore of the Gael

STAGE 2: CEUM AIR ADHART / DEVELOPING

Home/Community

Students will be expected to

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

19.1 recognize and acknowledge cultural diversity in the broader Nova Scotia community (e.g., Acadian, Mi'kmaq, Gaelic, African Nova Scotian, Ukrainian, Irish)
19.2 research and examine the origins of the Gaels in Nova Scotia
19.3 compare and contrast the contemporary and traditional lifestyle of the Gaels in Nova Scotia

STAGE 3: COMAS / INDEPENDENT USE

Occupations and Pastimes

Students will be expected to

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

20.1 recognize and acknowledge diversity in the global Gaelic community
20.2 research and examine the changing role of Gaelic in the twentieth and twenty-first centuries
20.3 express and interpret the culture of the Gaels through the fine arts

Health Education 6

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

Healthy Self

1.1 investigate the concept of sexuality and sexual health
1.2 describe the most common sexually transmitted infections for youth
1.3 demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally
1.4 recognize the signs and symptoms of major depressive disorder and attention deficit/hyperactive disorders
1.5 identify and practise health enhancing ways to manage feelings and changes associated with the onset of puberty
1.6 differentiate between internal and external cues of hunger and satiety and suggest techniques for mindful eating
1.7 describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease
1.8 assess total minutes of moderate and vigorous activity during school compared to after school and weekends

Healthy Relationships

2.1 practise communication skills that keep relationships in their lives healthy
2.2 create a personal value code of ethics on relationships within their lives

Healthy Community

3.1 identify responsibilities of global citizenship and take age-appropriate action to address a global health issue
3.2 take age-appropriate action to present a mental health issues faced among school-aged children in order to reduce the stigma that is often attached to mental health disorders
3.3 respond to marketing and advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food and natural/alternative health products and communicate these ideas within the school community
3.4 identify personal safety strategies to use when home alone and/or babysitting
3.5 demonstrate an awareness of health issues related to the overuse of networking devices and video gaming, and assess signs of concern in oneself or others

Information and Communication Technology 6

Digital Citizenship (DC)

Students act ethically and with critical understanding while using information and communication technology in the context of local and global communities.

DC1: Students will be expected to understand and demonstrate behaviours that ensure their own and others' health, safety, and privacy.

DC2: Students will be expected to follow best practices of active digital citizenship as they participate in and contribute to local, national, and global communities.

DC2.1.6: Students will be expected to use information and communication technology to address opportunities for the development of active local and global citizenship embedded within the grade 6 curriculum.

DC2.2.6: Students will be expected to demonstrate, with some teacher assistance, ethical and responsible online digital citizenship by

- presenting information accurately
- respecting personal privacy and safety
- choosing appropriate language for the intended audience and purpose

DC3: Students will be expected to respond personally and with developing critical awareness to a range of print, media, and electronic resources.

DC3.1.6: Students will be expected to respond personally and independently, with developing critical awareness, to a range of print, media, and electronic resources selected for use at this grade level.

DC4: Students will be expected to consider the social and ethical issues involved in the use and digital distribution of information and the effects on individuals, communities, and cultures.

DC4.1.6: Students will be expected to interpret and apply practices that comply with copyright guidelines to

- interpret copyright information for resources to determine whether permission to copy, reuse, and change works is required
- request and document receipt of required copyright permissions for intellectual property
- cite intellectual property accurately using a recommended citation development engine

Productivity (P)

Students will use digital tools to construct knowledge, present learning, and develop innovative products and processes.

P1: Students will be expected to use digital tools to plan, create, and publish their work, both individually and collaboratively.

P1.1.6: Students will be expected to use grade-appropriate digital tools to plan, organize, and represent their learning for various purposes and audiences, both individually and collaboratively.

P2: Students will be expected to use digital tools to develop ideas and original works in innovative ways.

P2.1.6: Students will be expected to use digital tools to build on existing knowledge, extend their understanding, and create new ideas, innovative products, or processes.

Communication (COM)

Through the use of ICT tools and environments, students create, consider, and communicate their ideas for various purposes and audiences.

C1: Students will be expected to understand and use respectful and clear communication conventions to interact, collaborate, create, and learn with others for various purposes and audiences.

C1.1.6: Students will be expected to follow, with some independence, conventions and models of respectful, clear communication to collaborate and learn with others.

C1.2.6: Students will be expected to communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Research, Innovation, Problem Solving, and Decision Making (RIPSD)

Students will be expected to use critical-thinking skills with appropriate digital tools and resources to plan and conduct research, manage products, solve problems, and make informed decisions.

RIPSD1: Students will be expected to locate and select relevant information using the appropriate organizational features and search strategies applicable to various media.

RIPSD1.1.6: Students will be expected to use and navigate, with some assistance, organizational and text structure features of traditional and digital media for grade 6 to locate specific information to meet their learning needs and interests.

RIPSD1.2.6: Students will be expected to locate and select information from a range of media for grade 6 curriculum use by

- generating and selecting search criteria
- using advanced features of search engines
- assessing search results for relevance, reliability, and validity

RIPSD2: Students will be expected to use measuring devices accurately, record data to create electronic charts, and analyze their data to make predictions, define relationships, and support decision making.

RIPSD2.1.6: Students will be expected to use curriculum-specific data collection strategies, probeware, and data collection/recording tools for grade 6 inquiry-based learning.

Technology Operations and Concepts (TOC)

Students demonstrate an understanding of technology concepts, systems, and operations.

TOC1: Students will be expected to

- safely use many forms of current technology for learning with growing competence
- demonstrate conceptual understanding of how information and communication technology, digital tools, and authorized networks support their learning
- use terminology related to information and communication technology

TOC1.1.6: Students will be expected to use, independently, the terminology, features, and functionality of information and communication technology, grade-appropriate digital tools, and authorized educational networks to achieve grade-level curriculum learning outcomes.

Mathematics 6

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Process Standards Key

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

Number

Outcome N01: Students will be expected to demonstrate an understanding of place value for numbers greater than one million and less than one-thousandth. [C, CN, R, T]

Performance Indicators:

N01.01 explain how the pattern of the place-value system (e.g., the repetition of ones, tens, and hundreds) makes it possible to read and write numerals for numbers of any magnitude

N01.02 describe the pattern of adjacent place positions moving from right to left and from left to right

N01.03 represent a given numeral using a place-value chart

N01.04 explain the meaning of each digit in a given numeral

N01.05 read a given numeral in several ways

N01.06 record, in standard form, numbers expressed orally, concretely, pictorially, or symbolically as expressions, in decimal notation, and in expanded notation, using proper spacing without commas

N01.07 express a given numeral in expanded notation and/or in decimal notation

N01.08 represent a given number using expressions

N01.09 represent a given number in a variety of ways, and explain how they are equivalent

N01.10 read and write given numerals in words

N01.11 compare and order numbers in a variety of ways

N01.12 establish personal referents for large numbers

N01.13 provide examples of where large whole numbers and small decimal numbers are used

Outcome N02: Students will be expected to solve problems involving whole numbers and decimal numbers. [ME, PS, T]

Performance Indicators:

N02.01 determine whether technology, mental mathematics, or paper-and-pencil calculation is appropriate to solve a given problem and explain why
N02.02 identify which operation is necessary to solve a given problem and solve it
N02.03 determine the reasonableness of an answer
N02.04 estimate the solution and solve a given problem using an appropriate method (technology, mental mathematics, or paper-and-pencil calculation)
N02.05 create problems involving large numbers and decimal numbers
N02.06 use technology, mental mathematics, or paper-and-pencil calculation to solve problems involving the addition, subtraction, multiplication, and division of whole numbers
N02.07 use technology, mental mathematics, or paper-and-pencil calculation to solve problems involving the addition and subtraction of decimal numbers

Outcome N03: Students will be expected to demonstrate an understanding of factors and multiples by

- determining multiples and factors of numbers less than 100
- identifying prime and composite numbers
- solving problems using multiples and factors

[PS, R, V]

Performance Indicators:

N03.01 identify multiples for a given number and explain the strategy used to identify them
N03.02 determine all the whole number factors of a given number using arrays
N03.03 identify the factors for a given number and explain the strategy used (e.g., concrete or visual representations, repeated division by prime numbers, or factor trees).
N03.04 provide an example of a prime number, and explain why it is a prime number
N03.05 provide an example of a composite number, and explain why it is a composite number
N03.06 sort a given set of numbers as prime and composite
N03.07 solve a given problem involving factors or multiples
N03.08 explain why 0 and 1 are neither prime nor composite

Outcome N04: Students will be expected to relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V]

Performance Indicators:

N04.01 demonstrate, using models, that a given improper fraction represents a number greater than 1
N04.02 express improper fractions as mixed numbers
N04.03 express mixed numbers as improper fractions
N04.04 place a given set of fractions, including mixed numbers and improper fractions, on a number line, and explain strategies used to determine position
N04.05 represent a given improper fraction using concrete, pictorial, and symbolic forms
N04.06 represent a given mixed number using concrete, pictorial, and symbolic forms

Outcome N05: Students will be expected to demonstrate an understanding of ratio, concretely, pictorially, and symbolically. [C, CN, PS, R, V]

Performance Indicators:

N05.01 represent a given ratio concretely and pictorially.

N05.02 write a ratio from a given concrete or pictorial representation

N05.03 express a given ratio in multiple forms, such as "three to five," 3:5, 3 to 5, or $\frac{3}{5}$

N05.04 identify and describe ratios from real-life contexts and record them symbolically

N05.05 explain the part-whole and part-part ratios of a set (e.g., for a group of three girls and five boys, explain the ratios 3:5, 3:8, and 5:8)

N05.06 solve a given problem involving ratio

N05.07 verify that two ratios are or are not equivalent using concrete materials

Outcome N06: Students will be expected to demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically. [C, CN, PS, R, V]

Performance Indicators:

N06.01 explain that "percent" means "out of 100"

N06.02 explain that percent is a ratio out of 100

N06.03 represent a given percent concretely and pictorially

N06.04 record the percent displayed in a given concrete or pictorial representation

N06.05 express a given percent as a fraction and a decimal

N06.06 identify and describe percent from real-life contexts, and record them symbolically

N06.07 solve a given percent problem involving benchmarks of 25%, 50%, 75%, and 100%

Outcome N07: Students will be expected to demonstrate an understanding of integers contextually, concretely, pictorially, and symbolically. [C, CN, R, V]

Performance Indicators:

N07.01 extend a given number line by adding numbers less than 0 and explain the pattern on each side of 0

N07.02 place given integers on a number line and explain how integers are ordered

N07.03 describe contexts in which integers are used (e.g., on a thermometer)

N07.04 compare two integers; represent their relationship using the symbols <, >, and =; and verify using a number line

N07.05 order given integers in ascending or descending order

Outcome N08: Students will be expected to demonstrate an understanding of multiplication and division of decimals (one-digit whole number multipliers and one-digit natural number divisors). [C, CN, ME, PS, R, V]

Performance Indicators:

N08.01 model the multiplication and division of decimals using concrete and visual representations

N08.02 predict products and quotients of decimals using estimation strategies

N08.03 place the decimal point in a product using front-end estimation (e.g., for 15.205 × 4, think 15 × 4, so the product is greater than 60)

N08.04 place the decimal point in a quotient using front-end estimation (e.g., for \$25.83 ÷ 4, think \$24 ÷ 4, so the quotient is greater than \$6)

N08.05 use estimation to correct errors of decimal point placement in a given product or quotient without using paper and pencil
N08.06 create and solve story problems that involve multiplication and division of decimals using multipliers from 0 to 9 and divisors from 1 to 9
N08.07 solve a given problem, using a personal strategy, and record the process symbolically

Outcome N09: Students will be expected to explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers). [CN, ME, PS, T]

Performance Indicators:
N09.01 demonstrate and explain, with examples, why there is a need to have a standardized order of operations
N09.02 apply the order of operations to solve multi-step problems with or without technology (e.g., computer, calculator)

Patterns and Relations

Outcome PR01: Students will be expected to demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, ME, PS, R, V]

Performance Indicators:
PR01.01 generate values in one column of a table of values, given values in the other column, and a pattern rule
PR01.02 state, using mathematical language, the relationship in a given table of values
PR01.03 create a concrete or pictorial representation of the relationship shown in a table of values
PR01.04 predict the value of an unknown term using the relationship in a table of values, and verify the prediction
PR01.05 formulate a rule to describe the relationship between two columns of numbers in a table of values
PR01.06 identify missing terms in a given table of values
PR01.07 identify errors in a given table of values
PR01.08 describe the pattern within each column of a given table of values
PR01.09 create a table of values to record and reveal a pattern to solve a given problem

Outcome PR02: Students will be expected to represent and describe patterns and relationships, using graphs and tables. [C, CN, PS, R]

Performance Indicators:
PR02.01 translate a pattern to a table of values, and graph the table of values (limited to linear graphs with discrete elements)
PR02.02 create a table of values from a given pattern or a given graph
PR02.03 describe, using everyday language, orally or in writing, the relationship shown on a graph

Outcome PR03: Students will be expected to represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]

Performance Indicators:
PR03.01 write and explain the formula for finding the perimeter of any regular polygon
PR03.02 write and explain the formula for finding the area of any given rectangle

PR03.03 develop and justify equations using letter variables that illustrate the commutative property of addition and multiplication (e.g., $a + b = b + a$ or $a \times b = b \times a$)
PR03.04 describe the relationship in a given table using a mathematical expression
PR03.05 represent a pattern rule using a simple mathematical expression, such as $4d$ or $2n + 1$

Outcome PR04: Students will be expected to demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically. [C, CN, PS, R, V]

Performance Indicators:
PR04.01 model the preservation of equality for addition using concrete materials, such as a balance, or using pictorial representations, and orally explain the process
PR04.02 model the preservation of equality for subtraction using concrete materials, such as a balance, or using pictorial representations, and orally explain the process
PR04.03 model the preservation of equality for multiplication using concrete materials, such as a balance, or using pictorial representations, and orally explain the process
PR04.04 model the preservation of equality for division using concrete materials, such as a balance, or using pictorial representations, and orally explain the process
PR04.05 write equivalent forms of a given equation by applying the preservation of equality and verify using concrete materials (e.g., $3b = 12$ is the same as $3b + 5 = 12 + 5$ or $2r = 7$ is the same as $3(2r) = 3(7)$)

Measurement

Outcome M01: Students will be expected to demonstrate an understanding of angles by
- identifying examples of angles in the environment
- classifying angles according to their measure
- estimating the measure of angles using 45°, 90°, and 180° as reference angles
- determining angle measures in degrees
- drawing and labelling angles when the measure is specified

[C, CN, ME, V]

Performance Indicators:
M01.01 identify examples of angles found in the environment
M01.02 classify a given set of angles according to their measure (e.g., acute, right, obtuse, straight, reflex)
M01.03 sketch 45°, 90°, and 180° angles without the use of a protractor, and describe the relationship among them
M01.04 estimate the measure of an angle using 45°, 90°, and 180° as reference angles
M01.05 measure, using a protractor, given angles in various orientations
M01.06 draw and label a specified angle in various orientations using a protractor
M01.07 describe the measure of an angle as the measure of rotation of one of its sides
M01.08 describe the measure of angles as the measure of an interior angle of a polygon

Outcome M02: Students will be expected to demonstrate that the sum of interior angles is 180° in a triangle and 360° in a quadrilateral. [C, R]

Performance Indicators:

M02.01 explain, using models, that the sum of the interior angles of a triangle is the same for all triangles

M02.02 explain, using models, that the sum of the interior angles of a quadrilateral is the same for all quadrilaterals

Outcome M03: Students will be expected to develop and apply a formula for determining the

- perimeter of polygons
- area of rectangles
- volume of right rectangular prisms

[C, CN, PS, R, V]

Performance Indicators:

M03.01 explain, using models, how the perimeter of any polygon can be determined

M03.02 generalize a rule (formula) for determining the perimeter of polygons

M03.03 explain, using models, how the area of any rectangle can be determined

M03.04 generalize a rule (formula) for determining the area of rectangles

M03.05 explain, using models, how the volume of any rectangular prism can be determined

M03.06 generalize a rule (formula) for determining the volume of rectangular prisms

M03.07 solve a given problem involving the perimeter of polygons, the area of rectangles, and/or the volume of right rectangular prisms

Geometry

Outcome G01: Students will be expected to construct and compare triangles, including scalene, isosceles, equilateral, right, obtuse, or acute in different orientations. [C, PS, R, V]

Performance Indicators:

G01.01 sort a given set of triangles according to the length of the sides

G01.02 sort a given set of triangles according to the measures of the interior angles

G01.03 identify the characteristics of a given set of triangles according to their sides and/or their interior angles

G01.04 sort a given set of triangles and explain the sorting rule

G01.05 draw a specified triangle

G01.06 replicate a given triangle in a different orientation and show that the two are congruent

Outcome G02: Students will be expected to describe and compare the sides and angles of regular and irregular polygons. [C, PS, R, V]

Performance Indicators:

G02.01 sort a given set of 2-D shapes into polygons and non-polygons and explain the sorting rule

G02.02 demonstrate congruence (sides to sides and angles to angles) in a regular polygon by superimposing

G02.03 demonstrate congruence (sides to sides and angles to angles) in a regular polygon by measuring

G02.04 demonstrate that the sides of a regular polygon are the same length and that the angles of a regular polygon are the same measure

G02.05 sort a given set of polygons as regular or irregular and justify the sorting
G02.06 identify and describe regular and irregular polygons in the environment

Outcome G03: Students will be expected to perform a combination of translation(s), rotation(s), and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image. [C, CN, PS, T, V]

Performance Indicators:
G03.01 demonstrate that a 2-D shape and its transformation image are congruent
G03.02 model a given set of successive translations, successive rotations, or successive reflections of a 2-D shape
G03.03 model a given combination of two different types of transformations of a 2-D shape
G03.04 draw and describe a 2-D shape and its image, given a combination of transformations
G03.05 describe the transformations performed on a 2-D shape to produce a given image
G03.06 model a given set of successive transformations (translation, rotation, or reflection) of a 2-D shape
G03.07 perform and record one or more transformations of a 2-D shape that will result in a given image

Outcome G04: Students will be expected to perform a combination of successive transformations of 2-D shapes to create a design and identify and describe the transformations. [C, CN, T, V]

Performance Indicators:
G04.01 analyze a given design created by transforming one or more 2-D shapes, and identify the original shape and the transformations used to create the design
G04.02 create a design using one or more 2-D shapes and describe the transformations used
G04.03 describe why a shape may or may not tessellate
G04.04 create a tessellation and describe how tessellations are used in the real world

Outcome G05: Students will be expected to identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs. [C, CN, V]

Performance Indicators:
G05.01 label the axes of the first quadrant of a Cartesian plane and identify the origin
G05.02 plot a point in the first quadrant of a Cartesian plane given its ordered pair
G05.03 match points in the first quadrant of a Cartesian plane with their corresponding ordered pair
G05.04 plot points in the first quadrant of a Cartesian plane with intervals of 1, 2, 5, or 10 on its axes, given whole number ordered pairs
G05.05 draw shapes or designs in the first quadrant of a Cartesian plane, using given ordered pairs
G05.06 determine the distance between points along horizontal and vertical lines in the first quadrant of a Cartesian plane
G05.07 draw shapes or designs in the first quadrant of a Cartesian plane, and identify the points used to produce them.

Outcome G06: Students will be expected to perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices). [C, CN, PS, T, V]

Performance Indicators:

G06.01 identify the coordinates of the vertices of a given 2-D shape (limited to the first quadrant of a Cartesian plane)

G06.02 perform a transformation on a given 2-D shape, and identify the coordinates of the vertices of the image (limited to the first quadrant)

G06.03 describe the positional change of the vertices of a given 2-D shape to the corresponding vertices of its image as a result of a transformation (limited to first quadrant)

Statistics and Probability

Outcome SP01: Students will be expected to create, label, and interpret line graphs to draw conclusions. [C, CN, PS, R, V]

Performance Indicators:

SP01.01 determine the common attributes (title, axes, and intervals) of line graphs by comparing a given set of line graphs

SP01.02 determine whether a given set of data can be represented by a line graph (continuous data) or a series of points (discrete data) and explain why

SP01.03 create a line graph from a given table of values or a set of data

SP01.04 interpret a given line graph to draw conclusions

Outcome SP02: Students will be expected to select, justify, and use appropriate methods of collecting data, including questionnaires, experiments, databases, and electronic media. [C, PS, T]

Performance Indicators:

SP02.01 select a method for collecting data to answer a given question, and justify the choice

SP02.02 design and administer a questionnaire for collecting data to answer a given question, and record the results

SP02.03 answer a given question by performing an experiment, recording the results, and drawing a conclusion

SP02.04 explain when it is appropriate to use a database as a source data

SP02.05 gather data for a given question by using electronic media, including selecting data from databases

Outcome SP03: Students will be expected to graph collected data and analyze the graph to solve problems. [C, CN, PS]

Performance Indicators:

SP03.01 determine an appropriate type of graph for displaying a set of collected data and justify the choice of graph

SP03.02 solve a given problem by graphing data and interpreting the resulting graph

Outcome SP04: Students will be expected to demonstrate an understanding of probability by

- identifying all possible outcomes of a probability experiment
- differentiating between experimental and theoretical probability
- determining the theoretical probability of outcomes in a probability experiment
- determining the experimental probability of outcomes in a probability experiment
- comparing experimental results with the theoretical probability for an experiment

[C, ME, PS, T]

Performance Indicators:

SP04.01 list the possible outcomes of a probability experiment, such as
  - tossing a coin
  - rolling a die with a given number of sides
  - spinning a spinner with a given number of sectors

SP04.02 determine the theoretical probability of an outcome occurring for a given probability experiment

SP04.03 predict the probability of a given outcome occurring for a given probability experiment by using theoretical probability

SP04.04 conduct a probability experiment, with or without technology, and compare the experimental results to the theoretical probability

SP04.05 explain that as the number of trials in a probability experiment increases, the experimental probability approaches the theoretical probability of a particular outcome

SP04.06 distinguish between theoretical probability and experimental probability, and explain the differences

Music 6

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Students will be expected to

1.1.1 sing and play with others, with emphasis on an ability to maintain their part within simple textures including two-part repertoire

1.2.1 create and interpret music that communicates thoughts, experiences, and feelings
1.2.2 demonstrate an awareness of rhythmic/melodic concepts, form, and texture through language, movement, and performance

1.3.1 sight-read simple melodies from traditional notation with an emphasis on melodic sequence and phrasing

1.4.1 create and notate short musical works to express and communicate personal feelings with an emphasis on theme and variations

2.1.1 improvise simple harmonic accompaniments

2.2.2 select from a variety of materials, techniques, and forms to create, make, and present music

2.3.1 participate in small- and large-ensemble music making, performing a varied repertoire of music

3.2.1 participate in, describe, and compare music experiences in their school and community

3.3.1 experiment with styles, techniques, and instruments from a variety of cultural and historical contexts in creating, making, and presenting music

3.4.1 use a variety of musical forms to give meaning to Canadian cultural and historical events and issues

3.5.1 investigate the roles of musicians in their community and potential careers available to those trained in music

4.1.1 use their knowledge and experience to perform and respect music of diverse cultural groups

4.2.1 explore the role music plays in the cultures of Latin America and Europe

4.3.1 demonstrate an understanding of the power of music, past and present, to express and communicate ideas and feelings

5.1.1 examine the role that music plays in popular culture and the media
5.1.2 identify and describe connections between music and other curricular areas

5.2.2 express and communicate personal feelings through music and written and spoken language

6.1.1 analyze musical solutions to make informed choices based on the thoughts, images, and feelings that the music expresses

6.2.1 analyze and make decisions about various interpretations of a work
6.2.2 identify form and principles of design in classroom repertoire and their own compositions

6.4.1 compare subjective and objective responses to music, and examine the relationship between them

7.1.1 recognize by sight and sound and categorize by family, orchestral, and keyboard instruments of various cultures

7.2.1 select from a variety of technologies to create and present music, using sound qualities for expressive effect

7.3.1 understand that changing technologies have produced new opportunities for expressive effect

7.4.1 demonstrate an awareness of ways in which technologies can be used to record and produce music (e.g., print, CDs, records, tapes, texts)

8.1.1 discover the reasons that specific musical works have been created

8.2.1 communicate the source of ideas and reasons for their own musical decisions

8.3.1 compare interpretations of their own and others' music, using appropriate terminology and considering the musical intent

8.4.1 reflect on their music making in light of what was intended through the use of available recording technologies

Physical Education 6

General Curriculum Outcomes

Students will be expected to

A demonstrate knowledge, skills, and attitudes necessary to be active for life
B demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
C participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

Specific Curriculum Outcomes

Students will be expected to

Active for Life

A6.1 apply their understanding of health-related physical fitness components by analyzing their own behaviours related to SMART goals
A6.2 apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities in school, and explain ways to apply these concepts effectively outside of school
A6.3 use personal SMART goals to improve their learning readiness
A6.4 apply appropriate safety practices during different types of physical activities in school, and outline ways to safely participate in physical activities outside of school
A6.5 analyze potential opportunities for safe active transportation
A6.6 lead warm-up and cool-down activities safely during different types of physical activities

Skill and Movement Concepts

B6.1 demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
B6.2 demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
B6.3 apply appropriate decision-making skills, while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

Life Skills

C6.1 apply effective coping behaviours to different challenges while working alone and in collaboration with others and analyze the impact of these behaviours

C6.2 analyze the impact of serving as a co-operative and productive member of a group

C6.3 demonstrate initiative to ensure fairness for self and others during physical education

C6.4 describe their mood and any changes that occurred during activities at moderate to vigorous intensities, and analyze ways to maintain or increase positive feelings associated with these experiences

Science 6

General Curriculum Outcomes

STSE/Knowledge

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

Skills

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

Attitudes

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

Specific Curriculum Outcomes

Students will be expected to

Physical Science: Electricity

USES FOR ELECTRICITY

- demonstrate how electricity in circuits can produce light, heat, sound motion, and magnetic effects (303-26)
- describe how electricity has led to inventions and discuss electrical safety features at work and at play (107-9, 106-4, 108-2, 303-31)

INVESTIGATING STATIC ELECTRICITY

- make predictions and investigate static electricity; and draw conclusions based on evidence (104-5, 204-3, 204-7, 205-9, 206-5)

CIRCUIT PATHWAYS

- compare a variety of electrical pathways by constructing simple circuits, series circuits, and parallel circuits and illustrate them with appropriate symbols (303-23, 303-25, 207-2)
- perform activities that compare the conductivity of different solids and liquids (205-3, 300-20)
- describe the role of switches in electrical circuits, and identify materials that can be used to make a switch (303-24, 204-8)

ELECTROMAGNETS AND ELECTRIC GENERATORS

- investigate and describe the relationship between electricity and magnetism using electromagnets and electric generators (204-1, 303-27, 303-22)

CONSUMPTION AND CONSERVATION

- explain various methods by which electricity is generated including renewable and non-renewable (105-3, 303-28, 303-29)
- describe how our actions could lead to reducing electrical energy consumption in your environment (108-5, 108-8, 303-30, 106-3)

Physical Science: Flight

DRAG

- demonstrate methods for altering drag in flying devices and describe and show improvements in design (206-6, 301-18)

LIFT AND WING SHAPE

- identify characteristics and adaptations from living things that have led to flight designs (104-3, 106-3, 300-21)
- plan and perform a fair test demonstrating the characteristics that influence lift on objects in flight (204-7, 301-17, 303-32)

LIFT

- identify characteristics and adaptations from living things that have led to flight designs (104-3, 106-3, 300-21)
- identify and collect information using models that involve lift (205-5, 303-33)

THRUST AND PROPULSION

- describe examples of technological design between aircraft and spacecraft, and their influence on our lives (105-3, 107-9, 300-22)
- describe and demonstrate the means of propulsion for flying devices, using a variety of sources (303-34)

Earth and Space Science: Space

SPACE EXPLORATION

- describe and give examples of information and contributions that have led to new inventions and applications (106-3, 107-15, 206-4)
- describe and compare how different societies have interpreted natural phenomena, using a variety of sources, to validate scientific knowledge (105-6, 205-8, 107-3)
- describe, based on evidence, and make conclusions about how astronauts are able to meet their basic needs in space (206-5, 301-21)

RELATIVE POSITION AND MOTION OF EARTH, THE MOON, AND THE SUN

- demonstrate how Earth's rotation causes the day and night cycle and how Earth's revolution causes the yearly cycle of seasons (301-19)
- observe and explain how the relative positions of Earth, the moon, and the sun are responsible for the moon phases, eclipses, and tides (301-20)

THE SOLAR SYSTEM

- gather information, describe, and display the physical characteristics of components of the solar system (205-2, 300-23, 104-8)

STARS AND CONSTELLATIONS

- identify constellations from diagrams, pictures, and/or representations of the night sky (302-13, 207-2)
- describe and compare how different societies have interpreted natural phenomena, using a variety of sources, to validate scientific knowledge (105-6, 205-8, 107-3)

Life Science: Diversity of Life

THE ROLE OF A COMMON CLASSIFICATION SCHEME FOR LIVING THINGS

- create and analyze your own chart or diagram for classifying and describe the role of a common classification system (206-1, 206-9, 300-15)

THE ANIMAL KINGDOM: VERTEBRATES AND INVERTEBRATES

- classify animals as vertebrates or invertebrates and compare the characteristics of mammals, birds, reptiles, amphibians, and fishes (300-16, 300-17)
- classify common arthropods using a variety of sources (205-8, 300-18)

MICRO-ORGANISMS

- identify and use appropriate tools to examine micro-organisms and describe how they meet their basic needs (204-8, 300-19, 302-12)
- provide examples of how science and technology have been used in identifying and controlling micro-organisms by different people around the world (107-3, 107-6)

ADAPTATIONS AND NATURAL SELECTION

- propose questions and gather information about the relationship among the structural features of plants and animals in their environments and identify the positive and negative impacts of humans on these resources (204-1, 108-8)
- classify and compare the adaptations of closely related animals living in their local habitat and in different parts of the world and discuss reasons for any differences (301-15, 104-5, 204-6)
- identify changes in animals over time and research and model the work of scientists (107-11, 207-4, 301-16)

Social Studies 6

General Curriculum Outcomes

Students will be expected to

Citizenship, Power, and Governance

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

Culture and Diversity

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

Individuals, Societies, and Economic Decisions

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

Interdependence

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

People, Place, and Environment

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

Time, Continuity, and Change

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

Specific Curriculum Outcomes

Conceptual Organizer: World Cultures

Students will be expected to

UNIT ONE: AN INTRODUCTION TO CULTURE

6.1.1 explore the concept of culture and demonstrate an understanding of its role in their lives
- classify elements of culture as material or non-material
- investigate how cultures are transmitted from generation to generation
- identify factors that shape culture

6.1.2 identify, locate, and map major cultural regions of the world
- recognize that there are various criteria for defining a cultural region, such as language, religion, location and place, shared traditions, and history
- use various criteria to identify, locate, and map cultural regions
- give examples of social and cultural diversity in the world

6.1.3 analyze the importance of cross-cultural understanding
- give examples that illustrate the impact of cross-cultural understanding or a lack of cross-cultural understanding
- explain the concept of a stereotype
- examine the extent to which the mass media stereotype different cultural groups
- give examples of actions that are being taken to improve cross-cultural understanding (local, national, global)

6.1.4 identify and explain factors that are creating a more global culture around the world
- describe how the movement of people impacts on cultures
- explain how the spread of ideas and technology is creating a more global culture
- give examples that are illustrative of a global culture

UNIT TWO: ENVIRONMENT AND CULTURE

6.2.1 compare climate and vegetation in different types of physical regions of the world
- identify and locate on a world map types of physical regions, such as polar regions, rainforests, deserts, and grasslands
- give examples of the characteristics of climate and vegetation in these different types of physical regions
- give examples of similarities and differences of the climate and vegetation in these different types of physical regions

6.2.2 assess the relationship between culture and environment in a selected cultural region
- identify, locate, and map the cultural region selected and identify its physical environment(s)
- analyze how the way of life in this culture is influenced by its physical environment(s)
- evaluate the impact that culture has on the environment

6.2.3 compare the use of resources and sustainability practices between Canada and a selected country
- give examples of similarities and differences in the use of resources and sustainability practices between Canada and the selected country
- explain reasons for different perspectives on the use of resources and sustainability practices

UNIT THREE: SOME ELEMENTS OF CULTURE

6.3.1 examine how traditions relate to culture in a selected cultural region
- identify, locate, and map the selected region including examples of its major features
- describe how religious traditions influence the region's culture
- describe how customs and rituals are reflected in the region's culture
- analyze how change factors affect cultural traditions

6.3.2 describe how government relates to culture in a selected country
- identify, locate, and map the selected country including examples of its major features
- describe the government of the selected country
- give examples of how government influences, and has influenced, culture

6.3.3 explain how economic systems relate to cultures
- identify different economic systems
- examine the differences among different economic systems
- explain how the economic programs and services of a country influence its culture
- identify current economic trends that are influencing culture

UNIT FOUR: EXPRESSIONS OF CULTURE

6.4.1 analyze how the arts reflect beliefs and values in a selected cultural region
- identify visual arts, crafts, dance, and music practised in the region
- analyze how music and dance reflect the beliefs and values of the culture
- analyze how crafts and visual art reflect the beliefs and values of the culture

6.4.2 examine the importance of language, literature, and theatre arts as expressions of culture in a selected cultural region
- examine the extent to which language is important in preserving culture
- use examples of literature and oral tradition to explain how cultural values and beliefs are reflected
- demonstrate an understanding of the importance of theatre arts in expressing culture

6.4.3 analyze the extent to which sports and games are expressions of culture in a selected cultural region
- explore sports and games that reflect the geographic influences of the culture
- analyze how the sports and games reflect the beliefs and values of the culture
- examine whether current trends reflect increased globalization in sport

UNIT FIVE: WORLD ISSUES

6.5.1 analyze the effects of the distribution of wealth around the world
- use statistical data to represent the distribution of wealth around the world
- examine the effects of the uneven distribution of wealth on quality of life
- define poverty and give examples of its effects

6.5.2 examine selected examples of human rights issues around the world
- give examples of rights included in the United Nations Declaration of the Rights of the Child
- give examples of rights included in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to rights of children
- examine selected examples of current human rights abuses

6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens
- explain the rights and responsibilities of being a global citizen
- support a position on a local/national/international issue after considering various perspectives
- plan and take age-appropriate actions to address local/national/international problems or issues

UNIT SIX: CANADA: REFLECTIONS ON A MULTICULTURAL MOSAIC

6.6.1 illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

Visual Arts 6

General Curriculum Outcomes

Making

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

Looking

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

Reflecting

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

Specific Curriculum Outcomes

Students will be expected to

1.1 express though art making an awareness of the complexities of the world and their role in it
1.2 demonstrate ability and initiative in the use of techniques, technologies, materials, and equipment
1.3 use a combination of visual elements and principles of art and design in art making

2.1 work independently and collaboratively to apply learned skills, solve problems, and respond to experiences and ideas

3.1 compare works of art across time and culture
3.2 demonstrate an awareness of artists' styles, intentions, and approaches
3.3 use technology to locate and explore works of art

4.1 discuss ideas and approaches with sensitivity and respect
4.2 show appreciation of individual differences in artwork
4.3 demonstrate that there are many ways of perceiving and knowing
4.4 discover art as a way of expressing ideas

5.1 explore language that is used to talk about art
5.2 demonstrate the ability to articulate their responses to works of art
5.3 demonstrate an understanding of the lives of artists within cultural/historical/social contexts

6.1 demonstrate a sensitivity towards the natural and built environment through their artwork
6.2 examine the role of the media and discuss their effects on their lives and the lives of others
6.3 describe and value the role of art and artists in their local communities