

CURRICULUM CONNECTIONS ONTARIO

Grade 3

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

ARTS

- Emphasis in the primary grades should be on exploration of the student's self, family, personal experiences, and world.
- develop the ability to use the creative process and the critical thinking process in their explorations.
- develop an understanding of appropriate listening, speaking, viewing, and collaborative behaviours and identify strategies they can use to understand what they hear, view, and experience and to communicate what they want to say.

HEALTH AND PHYSICAL EDUCATION

- develop physical and health literacy and acquire the commitment and capacity to lead healthy, active lives.
- participate fully (e.g., by ensuring that each child has a piece of equipment needed to participate in the activity) and explore a wide range of activities.
- make connections between their health and well-being and their interactions with others and the world around them.
- learn how to take responsibility for their own safety, at home and in the community, how to stand up for themselves, and how to get help in situations of abuse.
- list safety procedures and practices in the home, school, and community.

LANGUAGE

- Oral communication provides a bridge to the interconnected knowledge, skills, and strategies that primary students will use to read, write, view, and represent. Real, purposeful talk is not only an essential component of the language curriculum.
- The expectations focus on foundational knowledge and skills that students need in order to establish a strong basis for language development.
- develop an understanding of appropriate listening and speaking behaviours and identify strategies they can use to understand what they hear and clearly communicate what they want to say.
- explore new ideas and information and more complex and technical topics, and that may require more interpretation and inference.
- communicate increasingly complex ideas and information in both formal and informal contexts.

MATHEMATICS

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).
- relate mathematical ideas to situations drawn from everyday contexts.

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
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3, 12, 13,
15, 17, 29

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3, 16, 17,
29, 31, 37,
39

✓		✓		✓	✓
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2, 13, 15,
17, 28, 29

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12, 13, 17,
28, 29

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CONVENTION ARTICLES

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SCIENCE AND TECHNOLOGY

- learn about the importance of plants as sources of oxygen, food, and shelter, and the need for humans to protect plants and their habitats.
- investigate the factors that affect a structure's strength and stability, such as its shape and centre of gravity, and apply their learning as they design and build their own strong and stable structures.
- identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices.

12, 13, 17, 19, 14, 28, 29

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SOCIAL SCIENCE

- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities.

2, 3, 12, 13, 14, 15, 17, 19, 30,

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