

Grade 3 Outcomes

Treaty Education: Exploring Challenges and Opportunities in Treaty Making

Treaty Relationships 3¹: Examine the relationships between First Nation peoples and the land, before and after the signing of treaties. Indicators: Examine the impact of geography (e.g., grasslands, boreal forest or woodland, grain belt, lakeland regions) on the relationship between First Nations people and the land. Describe the lifestyle changes of First Nations, prior to and after placement on reserves. Discuss the worldviews associated with ownership of the land and consider the impact those views have on a person's relationship to the land.

Spirit and Intent of Treaties 3²: Examine how various teachings people have about the natural world guide behaviour and actions. Indicators: Interview family members to learn the stories and teachings they hold related to nature and Mother Earth, and explore the intended meaning found in those stories and teachings. Analyze how First Nation peoples' beliefs guide relationships with the land and natural world. Compare the First Nations and British Crown view of the treaties with respect to land and ownership.

Historical Context 3³: Explore the benefits that each of the parties to treaty enjoy. Indicators: Recognize how all Saskatchewan people are beneficiaries of treaty (e.g., sharing of natural resources, access to vast tracts of land, peaceful means of living with one another). Recognize that treaty benefits flow equally to all peoples in Saskatchewan living in Treaty 4, 5, 6, 8, and 10 areas. Discuss what the benefits of treaties are for First Nations (e.g., education, health). Discuss what the benefits of treaties are for non-First Nations (e.g., access to land for farming).

Treaty Promises and Provisions 3⁴: Explore how the use of different languages in treaty making presented challenges and how those challenges impact people today. Indicators: Research various languages spoken during treaty making in the treaty territory in which students live. Express challenges faced by all people when their first language is not spoken in the communities where they live. Investigate how language used in the treaty making process limited mutual understandings of differing worldviews.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p>CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.</p> <p>CP3.2 Create dance phrases and sequences that demonstrate understanding of the elements of dance including:</p> <ul style="list-style-type: none">actionsbodydynamicsrelationshipsspace <p>CP3.3 Sustain roles in dramatic situations and accept/respond to others in role, using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development</p> <p>CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.</p> <p>CP3.6 Create and perform music (vocal and instrumental) that demonstrates knowledge of:</p> <ul style="list-style-type: none">form (repeated or contrasting phrases: call/response, question/answer, rounds)rhythm (interplay of beat, tempo, and patterns of duration)pitch (combining pitch and rhythm to form melody)dynamics (levels of loud/soft)texture (combining and layering sounds)tone colour (differentiate). <p>CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.</p> <p>CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).</p> <p>CR3.1 Describe ideas and problem-solving processes used in own arts expressions.</p> <p>CR3.2 Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration.</p> <p>CH3.1 Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural).</p> <p>CH3.2 Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions.</p>	<p>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.</p> <p>CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</p> <p>CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</p> <p>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.</p> <p>CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.</p> <p>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</p> <p>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</p> <p>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.</p> <p>AR3.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).</p> <p>AR3.2 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.</p>	<p>USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.</p> <p>USC3.2 Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.</p> <p>USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.</p> <p>USC3.4 Understand what it means to contribute to the health of self, family and home.</p> <p>USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.</p> <p>USC3.6 Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.</p> <p>DM3.1 Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p> <p>AP3.1 Use the understandings, skills, and confidences related to healthy foods and physical activity, one's "inner self", helpful and harmful substances, healthy family and home, safety at home, and impact of violence.</p>	<p>N3.1 Demonstrate understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including; representing (including place value), describing, estimating with referents, comparing two numbers, and ordering three or more numbers.</p> <p>N3.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by; representing strategies for adding and subtracting concretely, pictorially, and symbolically, creating and solving problems involving addition and subtraction, estimating, using personal strategies for adding and subtracting with and without the support of manipulatives, analyzing the effect of adding or subtracting zero, and analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.</p> <p>N3.3 Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: representing and explaining using repeated addition or subtraction, equal grouping, and arrays, creating and solving situational questions, modelling processes using concrete, physical, and visual representations, and recording the process symbolically, and relating multiplication and division.</p> <p>N3.4 Demonstrate understanding of fractions concretely, pictorially, physically, and orally including; representing, observing and describing situations, comparing, and relating to quantity.</p> <p>P3.1 Demonstrate understanding of increasing and decreasing patterns including; observing and describing, extending, comparing, creating patterns using manipulatives, pictures, sounds, and actions.</p> <p>P3.2 Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity</p> <p>SS3.1 Demonstrate understanding of the passage of time including; relating common activities to standard and non-standard units, describing relationships between units, and solving situational questions.</p> <p>SS3.2 Demonstrate understanding of measuring mass in g and kg by; selecting and justifying referents for g and kg, modelling and describing the relationship between g and kg, estimating mass using referents, and measuring and recording mass.</p> <p>SS3.3 Demonstrate understanding of linear measurement (cm and m) including; selecting and justifying referents, generalizing the relationship between cm and m, estimating length and perimeter using referents, measuring and recording length, width, height, and perimeter.</p> <p>SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices.</p> <p>SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including; describing, comparing, and sorting.</p> <p>SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through; collecting, organizing, and representing, solving situational questions.</p>	<p>PE3.1 Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community.</p> <p>PE3.2 Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.</p> <p>PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a; utilization level of skill when jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body 'takes off' from one foot, propels through air for distance, then lands on the opposite foot), sliding (one foot steps, body propels upward, other foot moves to meet the first foot), galloping (one foot steps, body propels upward, other foot moves to meet the first foot), rolling forward (see note), rolling sideways, and control level of skill when rolling backward.</p> <p>PE3.4 Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot when participating in movement activities, including at a; utilization level of skill when landing on hands from kneeling position, rotating on the spot, control level of skill when landing on hands from a bent knee standing position.</p> <p>PE3.5 Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a; utilization level of skill when throwing, catching (collecting, gathering), kicking, control level of skill when hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements (e.g., short-handled racquets, paddles), progressing-towards-control level of skill when volleying (to send an object in the air before it comes to rest), striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks)."</p> <p>PE3.6 Apply movement variables of; extensions in space, a focus on effort (time/speed, force, flow), relationships with objects and others, to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga).</p> <p>PE3.7 Select and use effective movement skills, tactics, and strategies while participating in; low-organizational, inventive, and cooperative games (e.g., tag games, relay races, fox and geese, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball), small-sided and lead-up striking/fielding games (e.g., kickball, long ball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football), alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling).</p> <p>PE3.8 Demonstrate positive interactions with others in cooperative and competitive movement activities.</p> <p>PE3.9 Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.</p> <p>PE3.10 Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.</p>	<p>PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination.</p> <p>PL3.2 Analyze the interdependence among plants, individuals, society, and the environment.</p> <p>SM3.1 Investigate properties of materials and methods of joinery used in structures.</p> <p>SM3.2 Assess the function and characteristics of strong, stable, and balanced natural and human-built structures</p> <p>ME3.1 Investigate the characteristics of contact (e.g., push, pull, and friction) and non-contact (e.g., magnetic and static electric) forces.</p> <p>ME3.2 Assess effects of practical applications of magnetic and static electric forces on individuals and society.</p> <p>ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.</p> <p>ES3.2 Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.</p>	<p>IN3.1 Analyze daily life in a diversity of communities.</p> <p>IN3.2 Analyze the cultures and traditions in communities studied.</p> <p>IN3.3 Illustrate examples of interdependence of communities.</p> <p>DR3.1 Use various model representations of the Earth.</p> <p>DR3.2 Assess the degree to which the geography, and related environmental and climatic factors influence ways of living on and with the land.</p> <p>DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <p>PA3.1 Compare how decisions are made in the local community and communities studied.</p> <p>PA3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <p>PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children.</p> <p>RW3.1 Appraise the ways communities meet their members' needs and wants.</p> <p>RW3.2 Analyze the creation and distribution of wealth in communities studied.</p> <p>RW3.3 Evaluate the ways in which technologies have impacted daily life</p>