

ALBERTA PRIMARY CURRICULUM EXPECTATIONS

Alberta Links			
Subject /Strand	Grade 1	Grade 2	Grade 3
English Language Arts	1.1 Discover and Explore -talk with others about something recently learned	1.1 Discover and Explore - contribute relevant ideas and information from personal experiences to group language activities	Discover and Explore - explain understanding of new concepts in own words
	1.2 Clarify and Extend -group ideas and information into categories determined by an adult	1.2 Clarify and Extend - record ideas and information in ways that make sense	1.2 Clarify and Extend - experiment with arranging and recording ideas and information in a variety of ways
	2.1 Use Strategies and Cues -identify the main idea or topic of simple narrative and expository texts	2.1 Use Strategies and Cues -identify the main idea or topic and supporting details of simple narrative and expository texts	2.1 Use Strategies and Cues - identify the main idea or topic and supporting details in simple narrative and expository passages
	2.2 Respond to Texts -participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons -retell interesting or important aspects of oral, print and other media texts	2.2 Respond to Texts -engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts -retell the events portrayed in oral, print and other media texts in sequence	2.2 Respond to Texts -tell or write about favourite parts of oral, print and other media texts -write or represent the meaning of texts in different forms
	2.4 Create Original Text -generate and contribute ideas for individual or group oral, print and other media texts	2.4 Create Original Text - use own and respond to others' ideas to create oral, print and other media texts	2.4 Create Original Text -experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts -use sentence variety to link ideas and create impressions on familiar audiences
	3.1 Plan and Focus -connect information from oral, print and other media texts to topics of study -follow spoken directions for gathering ideas and information	3.1 Plan and Focus - ask questions to determine the main idea of oral, print and other media texts - recall and follow directions for accessing and gathering ideas and information	3.1 Plan and Focus - identify facts and opinions, main ideas and details in oral, print and other media texts -contribute ideas for developing a class plan to access and gather ideas and information
	3.3 Organize, Record and Evaluate - identify or categorize	3.3 Organize, Record and Evaluate -produce oral, print and	3.3 Organize, Record and Evaluate -organize ideas and

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	<p>information according to sequence, or similarities and differences</p> <ul style="list-style-type: none"> - list related ideas and information on a topic, and make statements to accompany pictures -represent and explain key facts and ideas in own words 	<p>other media texts with introductions, middles and conclusions</p> <ul style="list-style-type: none"> -record key facts and ideas in own words; identify titles and authors of sources 	<p>information, using a variety of strategies, such as clustering, categorizing and sequencing</p> <ul style="list-style-type: none"> -list significant ideas and information from oral, print and other media texts
	<p>3.4 Share and Review</p> <ul style="list-style-type: none"> - share ideas and information from oral, print and other media texts with familiar audiences - answer questions directly related to texts 	<p>3.4 Share and Review</p> <ul style="list-style-type: none"> -share, with familiar audiences, ideas and information on topics -clarify information by responding to questions 	<p>3.4 Share and Review</p> <ul style="list-style-type: none"> -organize and share ideas and information on topics to engage familiar audiences -use titles, headings and visuals to add interest and highlight important points of presentation
	<p>4.1 Enhance and Improve</p> <ul style="list-style-type: none"> -ask or respond to questions or comments related to the content of own or others' pictures, stories or talk 	<p>4.1 Enhance and Improve</p> <ul style="list-style-type: none"> -identify features that make own or peers' oral, print or other media texts interesting or appealing 	<p>4.1 Enhance and Improve</p> <ul style="list-style-type: none"> -share own oral, print and other media texts with others to identify strengths and ideas for improvement
	<p>4.3 Present and Share</p> <ul style="list-style-type: none"> -present ideas and information to a familiar audience, and respond to questions - speak in a clear voice, with appropriate volume, to an audience - ask questions to clarify information -be attentive and show interest during listening or viewing activities 	<p>4.3 Present and Share</p> <ul style="list-style-type: none"> -present ideas and information by combining illustrations and written texts - speak in a clear voice, with appropriate volume, at an understandable pace and with expression - ask relevant questions to clarify understanding and to have information explained - show enjoyment and appreciation during listening and viewing activities 	<p>4.3 Present and Share</p> <ul style="list-style-type: none"> - present ideas and information on a topic, using a pre-established plan -speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key idea - rephrase, restate and explain the meaning of oral and visual presentations
	<p>5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> - share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments - use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns 	<p>5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> - adjust own language use according to the context, purpose and audience 	<p>5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> - use appropriate language to acknowledge and celebrate individual and class accomplishments -demonstrate respect for the ideas, abilities and language use of others

	<p>5.2 Work within a Group</p> <ul style="list-style-type: none"> - ask questions and contribute ideas related to class investigations on topics of interest - take turns sharing ideas and information -recognize personal contributions to group process 	<p>5.2 Work within a Group</p> <ul style="list-style-type: none"> - contribute relevant information and questions to extend group understanding of topics and tasks -stay on topic during class and group discussions -recognize own and others' contributions to group process 	<p>5.2 Work within a Group</p> <ul style="list-style-type: none"> - contribute ideas and information on topics to develop a common knowledge base in the group - ask others for their ideas, and express interest in their contributions - assess the effectiveness of group process, using pre-established criteria
<p>Physical Education: General Outcome A: Activity</p>	<p>A1-1 perform locomotor skills through a variety of activities</p>	<p>A2-1 select and perform locomotor skills involved in a variety of activities</p>	<p>A3-1 respond to a variety of stimuli to create locomotor sequences</p>
	<p>A1-3 perform nonlocomotor skills through a variety of activities</p>	<p>A2-3 select and perform nonlocomotor skills involved in a variety of activities</p>	<p>A3-3 respond to a variety of stimuli to create nonlocomotor sequences</p>
	<p>A1-8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music</p>	<p>A2-8 demonstrate basic dance steps and movement; e.g., creative, folk, line, sequence and novelty, alone and with others, by using elements of effort, space and relationship</p>	<p>A3-8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others</p>
	<p>A1-9 demonstrate body awareness when performing dance activities</p>	<p>A2-9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p>	<p>A3-9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p>
	<p>A1-13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes</p>	<p>A2-13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</p>	
<p>Physical Education: General Outcome B: Benefits Health</p>	<p>B1-1 identify healthy nutritional habits</p>	<p>B2-1 recognize that "energy" is required for muscle movement</p>	<p>B3-1 describe the concept of energy required for muscles</p>
	<p>B1-3 experience and improve continued frequency of involvement in cardio-respiratory activities</p>	<p>B2-3 experience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities</p>	<p>B3-3 experience movement involving the components of health related fitness; e.g., flexibility, endurance, strength, cardiorespiratory activities</p>

	B1–6 describe how physical activity makes you feel	B2–6 describe how the body benefits from physical Activity	B3–6 describe the benefits of physical activity to the body
Physical Education: General Outcome C: Cooperation	C1–5 display a willingness to play cooperatively with others in large and small groups	C2–5 display a willingness to play cooperatively with others of various abilities, in large or small groups	C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others
Physical Education: General Outcome D: Do it Daily... For Life!	D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	D2–1 express a willingness to participate regularly in physical education class	D3–1 express a willingness to participate regularly in physical education class
	D1–2 demonstrate effort while participating in various activities	D2–2 identify personal factors that encourage movement	D3–2 describe factors that encourage movement and a personal feeling about movement
	D1–3 show a willingness to listen to directions and simple explanations	D2–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity
	D1–4 participate in safe warm-up and cool down activities	D2–4 demonstrate and participate in safe warm-up and cool down activities	D3–4 demonstrate and participate in safe warm-up and cool down activities
	D1–5 move safely and sensitively through all environments; e.g., space awareness activities	D2–5 demonstrate moving safely and sensitively in various environments; e.g., modified games	
	D1–6 participate in a class activity with a group goal; e.g., walk a predetermined distance	D2–6 practice setting a short-term goal related to positive effort to participate in a physical activity	D3–6 set and achieve a short-term goal to increase effort and participation in one area of physical activity
	D1–9 make decisions to be active	D2–9 make appropriate movement choices considering personal space, safety, ability and the surrounding environment	D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment