

## BRITISH COLUMBIA PRIMARY CURRICULUM EXPECTATIONS

Subject/Strand	Grade 1	Grade 2	Grade 3
English Language Arts: Oral Language	<p>A1 - use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>- contributing to a class goal</li> <li>- exchanging ideas on a topic</li> <li>- making connections</li> <li>- completing tasks</li> <li>- engaging in play</li> </ul> <p>A3 - listen for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> <li>- retelling or restating</li> <li>- following two-step instructions</li> <li>- asking questions for clarification and understanding</li> <li>- sharing connections made</li> </ul> <p>A6 - use strategies when listening to make and clarify meaning,</p>	<p>A1 - use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>- contributing to a class goal</li> <li>- exchanging ideas on a topic</li> <li>- making connections</li> <li>- completing tasks</li> <li>- engaging in play</li> </ul> <p>A3 - listen attentively for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> <li>- retelling or paraphrasing information shared orally</li> <li>- following three- and four-step instructions</li> <li>- asking for clarification and explanation</li> <li>- sharing connections made</li> </ul> <p>A5 - use strategies when expressing and presenting ideas, information, and feelings,</p> <p>A6 - use strategies when listening to make and clarify meaning</p> <p>A7 - demonstrate enhanced vocabulary knowledge and usage</p>	<p>A1 - use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>- contributing to group success</li> <li>- discussing and comparing ideas and opinions (e.g., debating)</li> <li>- improving and deepening comprehension</li> <li>- discussing concerns and resolving problems</li> <li>- completing a variety of tasks</li> </ul> <p>A3 - listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> <li>- identifying the main ideas and supporting details</li> <li>- generating questions</li> <li>- visualizing and sharing</li> </ul> <p>A5 - use a variety of strategies when expressing and presenting ideas, information, and feelings,</p> <p>A6 - use a variety of strategies when listening to make and clarify meaning</p> <p>A7 - demonstrate enhanced vocabulary knowledge and usage,</p>
	Grade 1	Grade 2	Grade 3
English Language Arts: Writing and Representing	<p>C4 - use strategies before writing and representing, including</p> <ul style="list-style-type: none"> <li>- setting a purpose</li> <li>- identifying an audience</li> <li>- participating in developing class-generated criteria</li> <li>- generating, selecting, and organizing ideas from home and/or school experiences</li> </ul> <p>C6 - use a strategy after writing and representing to improve their work</p> <p>C10 - use some features and conventions of language to express meaning in their writing and representing,</p>	<p>C4 - use strategies before writing and representing, including</p> <ul style="list-style-type: none"> <li>- setting a purpose</li> <li>- identifying an audience</li> <li>- participating in developing class-generated criteria</li> <li>- generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> <p>C6 - use a strategy after writing and representing to improve their work</p> <p>C10 - use some features and conventions of language to express meaning in their writing and representing,</p>	<p>C4 - use a variety of strategies before writing and representing, including</p> <ul style="list-style-type: none"> <li>- setting a purpose</li> <li>- identifying an audience</li> <li>- participating in developing class-generated criteria</li> <li>- generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul> <p>C6 - use a variety of strategies after writing and representing to improve their work,</p> <p>C10 - use the features and conventions of language to express meaning in their writing and representing,</p>
	Grade 1	Grade 2	Grade 3
English Language Arts: Reading and Viewing	<p>B2 - read and demonstrate comprehension of grade-appropriate information texts</p> <p>B7 - use strategies after reading and viewing to confirm and extend meaning,</p>	<p>B2 - read and demonstrate comprehension of grade-appropriate information texts</p> <p>B7 - use strategies after reading and viewing to confirm and extend meaning,</p>	<p>B2 - read fluently and demonstrate comprehension of grade-appropriate information texts,</p> <p>B7 - use a variety of strategies after reading and viewing to confirm and extend meaning,</p>
	Grade 1	Grade 2	Grade 3
Fine Arts: Dance	<p>A1 - move expressively to a variety of sounds and music</p>	<p>A1 - move expressively to a variety of sounds and music</p>	<p>A1 - move expressively to a variety of sounds and music</p>

	B1 - move safely in both personal space and general space during dance activities B2 - move using a variety of levels, pathways, dynamics, directions, and body shapes B3 - move in time to a steady beat in phrases of varying lengths	B1 - move safely in both personal space and general space during dance activities B2 - move using a variety of levels, pathways, dynamics, directions, and body shapes	B1 - move safely in both personal space and general space during dance activities B2 - move using a variety of levels, pathways, dynamics, and directions
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Health and Career Education</b>		A1 - identify the steps needed to achieve a goal A2 identify opportunities to make decisions	
	C1- identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices	C1- describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships) C2 - identify healthy eating practices as described in Eating Well with Canada's Food Guide C4 - describe appropriate strategies for communicating effectively with others	C1 - describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating,) C2 - describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to help prevent diseases)
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Physical Education: Active Living</b>	A1 - describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends) A3 - identify choices they can make to be more physically active A4 - describe the importance of choosing healthy food as fuel for physical activity A6 - participate daily (e.g., five times a week) in moderate to vigorous physical activities	A1 - describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it's a way to make new friends) A5- participate daily (e.g., five times a week) in moderate to vigorous physical activities	A2 - describe healthy nutritional choices for physical activity A3 - identify choices people can make to be more active A5 - participate daily (e.g., five times a week) in moderate to vigorous physical activities
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Physical Education: Safety, Fair Play and Leadership</b>	C1- describe why safety guidelines for physical activity are important C2 - respond appropriately to instructions and safety guidelines when participating in physical activity C3 - work co-operatively with others during physical activity	C1- demonstrate safe behaviours when participating in physical activity C2 - follow established procedures and directions when participating in physical activity C3 - demonstrate respect for others during physical activity	C1 - demonstrate safe behaviours while participating in a variety of physical activities C2 - demonstrate respect and encouragement for others during a variety of types of physical activity C3 - demonstrate leadership in physical activity