

## ONTARIO PRIMARY CURRICULUM EXPECTATIONS

<b>Ontario Curriculum Links</b>			
<b>Subject/Strand</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Language: Oral Communication</b>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations</p> <p>1.4 -demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p>	<p>1.2 -demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.4 - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details</p>	<p>1.2 - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p>1.4 - demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea, a topic statement and several supporting details.</p>
	<p>2.2 - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions</p> <p>2.3 communicate ideas and information orally in a clear coherent manner</p>	<p>2.2 - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small and large group discussions</p> <p>2.3 - communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>	<p>2.2 - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large group discussions</p> <p>2.3 - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p>
<b>Language: Reading</b>	<p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.8- express personal thoughts and feelings about what has been read</p>	<p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.7 - identify the main idea and a few elements of texts, initially with support and direction</p> <p>1.8- express personal thoughts and feelings about what has been read</p>	<p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.8 - express personal opinions about ideas presented in texts</p>
<b>Language: Writing</b>	<p>1.4 -sort ideas and information for their writing in a variety of ways, with support and direction.</p>	<p>1.4 -sort ideas and information for their writing in a variety of ways, with support and direction.</p>	<p>1.4 - sort ideas and information for their writing in a variety of ways</p>
	<p>2.1- write short texts using a few simple forms</p> <p>2.4 -write simple but complete sentences that make sense</p>	<p>2.1 - write short texts using several simple forms</p> <p>2.4 - use a variety of sentence types</p>	<p>2.1- write short texts using a variety of forms</p> <p>2.4 -vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and</p>

<b>Language: Writing</b>	<p>3.1- spell some high-frequency words correctly</p> <p>3.4 - use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</p> <p>3.5 - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns; verbs to tell what they do and feel; some adjectives; and simple prepositions of place</p>	<p>3.1- spell many high-frequency words correctly</p> <p>3.4 - use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.5 - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns; adjectives to describe a noun; verbs in the simple present and past tenses; joining ; simple prepositions of place and time</p>	<p>sequence to link sentences</p> <p>3.1 - spell familiar words correctly</p> <p>3.4 - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences</p> <p>3.5 - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles the possessive pronouns action verbs in the present and simple past tenses; adjectives and adverbs; question words</p>
	<b>Health and Physical Education: Active Living</b>	<p>Active Participation</p> <p>A.1.-actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</p> <p>A1.3 - identify a variety of ways to be physically active at school and at home</p>	<p>Active Participation</p> <p>A1.1 actively participate in a wide variety of program activities, according to their capabilities while applying behaviours that enhance their readiness and ability to take part</p> <p>A1.3 -identify reasons for participating in physical activity every day</p>
	<p>Physical fitness</p> <p>A2.2 - demonstrate an understanding of how being active helps them to be healthy [CT]</p>	<p>Physical fitness</p> <p>A2.4- participate in setting and achieving realistic personal and group goals related to physical activity</p>	<p>Physical Fitness</p> <p>A2.4- develop and act on personal goals related to physical activity [PS, CT]</p>
	<p>Safety</p> <p>A3.1-demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]</p>	<p>Safety</p> <p>A3.1-demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]</p>	<p>Safety</p> <p>A3.1- demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]</p>
<b>Health and Physical Education: Healthy Living</b>	<p>C1. Understanding Health Concepts</p> <p>C1.1- explain why people need food to have healthy bodies</p> <p>C2. Making Healthy Choices</p>	<p>C2. Making Healthy Choices</p> <p>C2.1-use Canada's Food Guide to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development</p>	<p>C3. Making Connections for Healthy Living</p> <p>C3.1- explain how local fresh foods and foods from different can be used to expand their range of healthy eating choices [CT]</p>

<p align="center"><b>Health and Physical Education: Healthy Living</b></p>	<p>C2.1- describe how the food groups in Canada's Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]</p> <p>C2.2-know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]</p>	<p>C2.2 - demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control [CT]</p>	
<p align="center"><b>Health and Physical Education: Living Skills</b></p>	<p>Interpersonal Skills</p> <p>1.3- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Interpersonal Skills</p> <p>1.3- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members</p>	<p>Interpersonal Skills</p> <p>1.3- communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members</p>
	<p>Critical and Creative Thinking</p> <p>1.5- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Critical and Creative Thinking</p> <p>1.5- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education</p>	<p>Critical and Creative Thinking</p> <p>1.5- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education</p>
<p align="center"><b>Health and Physical Education: Movement Competence: Skills, Concepts</b></p>	<p>Movement Skills and Concepts</p> <p>B1.2-demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]</p>	<p>Movement Skills and Concepts</p> <p>B1.2 - demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]</p> <p>B1.3 - perform a variety of</p>	<p>Movement Skills and Concepts</p> <p>B1.3 -perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different</p>

<b>and Strategies</b>	B1.3 - perform a variety of locomotor movements, travelling in different directions and using different body parts [PS]	locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways [PS]	directions [PS, IS]
<b>The Arts: Dance</b>	<p>A1.1- use movements that are part of their daily experience in a variety of ways in dance phrases</p> <p>A1.2 - use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes</p>	<p>A1.2-use dance as a language to represent the main ideas in poems and stories, with a focus on body and space</p> <p>A1.3- create distinct beginnings and endings for dance phrases in a variety of ways</p> <p>A1.4 - use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them</p>	<p>A1.1- imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase</p> <p>A2.1- demonstrate an understanding of how the elements of dance can be used in their own and others' dance phrases to illustrate or explore learning in other subject areas</p>