

## SASKATCHEWAN PRIMARY CURRICULUM EXPECTATIONS

Subject/Strand	Grade 1	Grade 2	Grade 3
<b>English Language Arts: Comprehend &amp; Respond</b>	<p>CR1.3e - Listen to texts and retell the most important information</p> <p>CR1.3f - Listen courteously and attentively to understand the meaning and intent of others.</p> <p>CR1.3g - Demonstrate attentiveness and comprehension as a listener through body language and facial expressions</p> <p>CR1.3h - Listen to carry out directions with four to six simple steps.</p> <p>CR1.4a - Read and interpret own writing, experience charts, labels, symbols, and print in environment.</p> <p>CR1.4e - Read aloud with fluency, expression, and comprehension any text that is already familiar and is at an independent reading level.</p>	<p>CR2.3d - Listen to and follow independently a series of related directions or instructions related to class activities.</p> <p>CR2.3h - Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.</p> <p>CR2.4f - Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.</p> <p>CR2.4g - Follow written instructions.</p>	<p>CR3.3d - Follow multi-step directions independently.</p> <p>CR3.3g - Retell, paraphrase, and explain what a speaker said</p> <p>CR3.3i - Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.</p> <p>CR3.4f - Follow simple written multi-step instructions and functional and instructional messages in the environment</p>
<b>English Language Arts: Compose &amp; Create</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
	<p>CC1.3a - Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.</p> <p>CC1.3d - Share and talk about what is being learned, and stay on topic when speaking.</p> <p>CC1.3e - Participate in small-group work.</p> <p>CC1.3f - Answer questions in complete sentences.</p> <p>CC.1.4d - Write about familiar topics using the learned vocabulary to express ideas.</p> <p>CC1.4i - Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.</p>	<p>CC2.3a - Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play.</p> <p>CC2.3h - Make relevant contributions to class discussions and take turns.</p>	<p>CC3.1b - Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically.</p> <p>CC3.1c - Create spoken, written, and other representations that include:</p> <ul style="list-style-type: none"> <li>• a main idea(s) with supporting details, explanations, and examples</li> <li>• a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending</li> <li>• appropriate use of language and conventions including conventional print.</li> </ul> <p>CC3.1d - Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose</p> <p>CC3.2a - Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).</p> <p>CC3.2d - Depict main ideas in a new form (e.g., designing a safety poster).</p>
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Fine Arts: Dance</b>	<p>CP1.1a - Use movements and movement patterns to respond to stimuli from diverse sources such as stories, poems, observations, visual images, music, sounds, or objects.</p> <p>CP1.1f - Use movements in many different ways in response to a given stimuli.</p>	<p>CP2.1a - Select and connect movements from explorations to create dance phrases.</p> <p>CP2.1d - Describe and use dance ideas drawn from sources in own community (e.g., occupations, vehicles, or nature in and around our community).</p>	<p>Cp3.1a - Generate ideas for stimuli as starting points for dance compositions (e.g., plant growth in science, lines in a poem, music, personal experience, tradition, memory).</p> <p>Cp3.1c - Create a wide variety of movements to a given stimuli.</p>

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<b>Physical Education: Active Living</b>	<p>1.1b - Engage in a variety of movement activities.</p> <p>1.1c - Sustain participation in moderate to vigorous locomotor activities and lead-up games that increase heart rate and respiration rate, for five consecutive minutes on a consistent basis.</p> <p>1.2a - Explain the importance of exercise for supporting a healthy body, mind, and spirit</p> <p>1.2c - Explain what it means to be active "enough" throughout the day (See the <i>Canada Physical Activity Guide for Children</i>).</p>	<p>2.1.b - Sustain participation in moderate to vigorous locomotor activities and lead-up games that increase heart rate and respiration rate, for six consecutive minutes on a consistent basis.</p> <p>2.1.i - Engage, on a daily basis, in a variety of movement activities that benefit health-related fitness</p> <p>2.2.b - Explain possible consequences of specific active and inactive behaviours and habits as they relate to the promotion of an active life</p> <p>2.2f - Brainstorm how foods and fluids support participation in movement activity</p>	<p>3.1b - Explain why it is important to be physically active in school, at home, and in the community.</p> <p>3.1d - Sustain participation in moderate to vigorous movement activities and lead-up games that increase heart rate and respiration rate, for seven consecutive minutes on a consistent basis.</p> <p>3.1e - Self-initiate and engage in a variety of movement activities that challenge and support health-related fitness.</p> <p>3.1k - Engage, with guidance, in proper and engaging warm-up activities that prepare the muscles for vigorous activities.</p> <p>3.2d - Discuss the benefits of participating in a variety of activities</p>
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<b>Physical Education: Skillful Movement</b>	<p>1.3a - Explore and demonstrate a variety of ways to travel through space without contacting others.</p> <p>1.3b - Respond physically and correctly to a variety of traveling skills named by others</p> <p>1.3j - Jump forward and jump sideways from two feet to two feet, one foot to two feet, one foot to one foot, and two feet to one foot, trying to land in control.</p> <p>1.4j - Perform movement sequences as described by the teacher</p> <p>1.6a - Move appropriately in response to movement vocabulary words associated with body, space, effort, and relationships</p> <p>1.6d - Respond physically and correctly to simple movement phrases to reinforce body and space awareness, locomotor and non-locomotor skills, and control</p> <p>1.6e - Move in general space, changing directions, levels, and pathways purposefully avoiding others</p> <p>1.7b - Move to a rhythm trying to keep in time and using a variety of traveling and non-traveling skills</p> <p>1.7e - Create and perform patterns of locomotor and non-locomotor combinations of movements by following indicated rhythmic patterns starting with a combination of at least 2 skills</p> <p>1.7f - Maintain rhythmical movement while participating in a variety of social and cultural dances</p> <p>1.8e - Assume responsibility for various roles (e.g., leader, follower, "it", "not it") while participating in low-organizational games and activities.</p> <p>1.8f - Take turns setting up equipment to support one another in participating in games and activities.</p>	<p>2.3a - Use performance to demonstrate understanding of performance cues language connected to skillful locomotor movement.</p> <p>2.3e - Run forward and backward at varying speeds, starting and stopping on signal, keeping head up and avoiding collisions.</p> <p>2.3h - Jump forward or sideways and land in control in the sand, playing hopscotch, over ropes and floor lines, and into hoops</p> <p>2.3k - Perform a traveling sequence described by the teacher</p> <p>2.3s - Stop any traveling skill on signal with control</p> <p>2.6a - Respond physically and correctly to movement vocabulary verbalized by the teacher</p> <p>2.6b - Respond physically and verbally to answer questions such as "Where is the open space?", and "How can you make sure that no one else is in your personal space when you are moving around?"</p> <p>2.6h - Mimic the movement of a variety of objects such as animals, plants in the wind, and vehicles.</p> <p>2.7a - Travel in time to a variety of rhythms</p> <p>2.7c - Replicate, smoothly, a series of four to six movements in a sequence led by others.</p>	<p>3.3a - Use performance words to demonstrate understanding of performance cues language connected to skillful locomotor movement.</p> <p>3.3r - Avoid contact with others when utilizing locomotor skills.</p> <p>3.4a - Use performance words to demonstrate understanding of performance cues language connected to skillful non-locomotor movement.</p> <p>3.6a - Jump repeatedly a self-turned rope while trying to initiate various movement patterns</p> <p>3.6d - Demonstrate the ability to change directions, pathways, and body positions quickly and appropriately by participating in chasing, fleeing, and deking activities.</p> <p>3.6l - Apply movement vocabulary when involved in simple movement activities</p> <p>3.6p - Move for a sustained period of time (building towards seven minutes) while participating in rhythmic activities such as running to the beat of a drum or dancing to music with a fast beat.</p> <p>3.6q - Perform simple rhythmic actions to songs using given criteria</p> <p>3.7f - Demonstrate controlled body movement when participating in activities that involve chasing, fleeing, and dodging others, and avoiding objects like pylons</p> <p>3.7h - Respond physically and correctly to movement vocabulary verbalized by the teacher</p>

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<b>Physical Education: Relationships</b>	<p>1.9a - Follow teacher-identified rules, routines, and safety procedures in a variety of movement activity settings.</p> <p>1.9c - Demonstrate safe handling, use, and care of equipment used in movement activities.</p> <p>1.10d - Demonstrate good manners (e.g., wait your turn, ask politely to use equipment) and fair play (e.g., let everyone have a turn, encourage others) while participating in movement activities.</p>	<p>2.9a - Apply general and specific safety guidelines for participating in movement activities</p> <p>2.9i - Initiate and cooperate with others to gather and put away equipment following class-determined procedures.</p>	<p>3.8b - Participate willingly and respectfully in all physical education activities.</p> <p>3.8c - Demonstrate the ability to be responsible for own social behaviours while participating in interactive movement activities.</p> <p>3.8k - Work and play cooperatively with peers, both as teammates and opponents.</p> <p>3.9a - Demonstrate and explain appropriate body control and safe movement during participation in movement activities</p> <p>3.10e - Engage positively with maximum effort while respecting the abilities of others when participating in movement activities.</p> <p>3.10j - Use language that reflects consideration for all others while participating in movement activities.</p>
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<b>Health</b>	<p>USC1.1b - Communicate observations of what "healthy" and "unhealthy" looks like, sounds like, and feels like.</p> <p>USC1.1c - Ask questions and seek answers about healthy/unhealthy behaviours and opportunities.</p> <p>USC1.1g - Recognize daily opportunities for demonstrating healthy behaviours</p> <p>USC1.5 - Use common and respectful language to talk about self and others</p>	<p>USC2.2b - Investigate the role food and water play in being healthy</p> <p>USC2.2c - Discuss how to determine if a snack is healthy/unhealthy</p> <p>USC2.2e - Investigate benefits of healthy snacking (including but not limited to growth and development, increased concentration, healthy weight, improved oral health)</p>	<p>USC3.1f - Examine the roles of diet and physical activity on a healthy mind, body, and immune system.</p> <p>USC3.1i - Analyze personal food choices for possible consequences on the mind and body (e.g., sugary foods lead to tooth decay, water makes it easier to concentrate).</p>