

CURRICULUM MAPS FOR GRADE 3**CONTENTS:**

Subject:	Page:
Religion	2
English Language Arts	5
Science	12
Social Studies	17
Health	23
Map of Phys Ed / Health	25
Phys. Ed.	26

Subject:	Religion	Grade:	3
Unit:	Title:	In The Spirit We Belong	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		GDC task number	Task:	Virtue:
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We welcome and gather in the Spirit		Task:	Virtue:	Value:
	To create a space where all feel comfortable	1-2	Hope Prudence	Self-discipline Respect
	To gather our hopes and dreams for the year	2-3	Hope Prudence	Responsibility
	To explore our hopes and dreams for the world	1-9	Hope	Responsibility
	To learn about God's dream of gathering all people into one family	2-3 2-9	Hope Prudence	Cooperation Honesty
	To prepare a celebration of gathering	3-1	Faith	Friendship
	To gather and celebrate God's dream for us	3-1	Faith	Responsibility
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The Holy Spirit gathers and feeds us at Eucharist				
	To explore our gatherings with family and with community	3-1	Love	Friendship Responsibility
	To appreciate what binds us together in communities	3-2	Love	Stewardship
	To explore how the activity of God's Spirit in the Eucharist creates Church	3-5	Love Fortitude	Integrity
	To prepare for a celebration of the Eucharist	3-5	Fortitude Love	Responsibility
	To celebrate Eucharist	3-5	Love	Friendship
	To remember our oneness by sharing bread	3-5	Love	Friendship
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The Holy Spirit calls and anoints us in Baptism and Confirmation		Task:	Virtue:	Value:
	To recognize my place in the Eucharistic assembly	1-8 3-5	Faith Charity	Cooperation
	To remember that I am baptized into God's story	4-6	Faith	Responsibility
	To immerse ourselves into the symbols of Baptism	4-2	Faith	Integrity
	To celebrate our belonging to the Christian community	3-4	Hope	Cooperation
	To recognize that Baptism and Eucharist call and empower us to service	1-9	Charity Justice	Work Perseverance
	To explore the activity of God's Spirit in community service	2-2	Charity Justice	Stewardship Initiative
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The Holy Spirit comes upon Advent people		Task:	Virtue:	Value:
	To enter into the spirit of Advent through the person of Isaiah	4-6	Faith Hope	Courage
	To see Isaiah as a figure upon whom the Spirit of God rests	4-6	Faith Hope	Courage Perseverance
	To enter into the spirit of Advent through the person of Mary	1-6 4-5	Hope Fortitude	Responsibility Integrity
	To see Mary as a figure upon whom the Spirit of God rests	1-6 4-5	Faith Hope	Courage Responsibility

	To enter into the spirit of Advent through the person of Joseph	4-6	Faith Hope	Courage
	To celebrate Advent with a pageant	1-3 1-9	Hope	Responsibility Cooperation
Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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The Holy Spirit dwells in Jesus		Task:	Virtue:	Value:
	To explore the mystery of Christmas	3-3	Faith	Respect
	To celebrate God dwelling among us	3-2	Faith Charity	Respect
	To recognize how the Holy Spirit fills Jesus with the power of God	1-9	Faith	Kindness Empathy
	To learn about God's dream in the words and actions of Jesus	1-7	Hope	Friendship Motivation
	To explore the dream of God	1-1	Hope	Motivation
	To see the Holy Spirit at work in Jesus	1-9	Faith Hope	Work Perseverance
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The Holy Spirit dwells in the followers of Jesus				
	To discover the different ways that Jesus called his disciples	4-2	Faith	Motivation Initiative
	To recognize that Jesus shared his mission with the disciples	4-3	Prudence	Courage Cooperation
	To celebrate the coming of God's Spirit upon the disciples	3-4	Faith	Courage Cooperation
	To see how the Holy Spirit strengthens the disciples to continue Jesus' work	4-3	Fortitude	Work Perseverance
	To see how the Holy Spirit strengthens people	4-3	Faith Fortitude	Courage
	To discover the call of the Holy Spirit in our own time	4-8	Prudence	Cooperation
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The Holy Spirit fills the whole Earth		Task:	Virtue:	Value:
	To acknowledge God's Spirit in all creation	1-1	Faith	Respect
	To treasure the gifts of God	2-2	Justice	Stewardship
	To recognize our mission to have dominion over the Earth	2-2	Fortitude Charity	Stewardship
	To acknowledge the fragility of the ecosystem	2-2	Fortitude	Stewardship
	To identify areas where we can make a difference	2-2 4-6	Justice	Stewardship
	To celebrate the Earth	2-2	Prudence	Stewardship
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The Holy Spirit reconciles people		Task:	Virtue:	Value:
	To experience Jesus as one who forgives	2-10 2-4	Charity	Forgiveness
	To explore our lives in the light of God's dream	1-7 3-1	Faith	Perseverance Courage
	To explore the need to be forgiven	2-4 2-10	Hope	Forgiveness
	To celebrate the power of the holy Spirit to forgive	2-4 2-10	Hope	Integrity Forgiveness

	To celebrate the story of the passion	3-2	Faith	Integrity
	To remember how we are reconciled in the suffering and death of Jesus	2-4 2-8	Hope Faith	Forgiveness
Concept / Values	Course outcomes	Permeation outcomes Task: Virtue: Value:		
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The Holy Spirit gives new life		Task:	Virtue:	Value:
	To celebrate the Easter gift of reconciliation	3-5	Prudence Temperance	Honesty Integrity
	To enter into the mystery of new life in the Spirit	3-3	Faith	Courage
	To experience changes	4-3	Faith	Courage
	To see the Spirit alive in the changes of life	4-3	Faith	Courage
	To recognize and cherish Easter people in our midst	1-2 2-5	Faith Charity	Respect
	To celebrate new life in the Spirit	3-4	Faith	Cooperation
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The Holy Spirit is alive		Task:	Virtue:	Value:
	To recognize ourselves as Church, God's great gathering	1-8	Faith	Cooperation Integrity
	To proclaim our belonging in the Spirit through the Creed	1-9	Faith Hope	Cooperation
	To understand that the Holy Spirit inspires us to share in the mission of Jesus	2-5	Faith Charity	Respect Responsibility
	To appreciate the variety of gifts in the Church	1-8	Faith	Respect
	To remember who we are in the Spirit	1-6 4-6	Faith Hope	Kindness Empathy
	To celebrate that we are the Church	4-6	Charity	Cooperation

Subject:	English Language Arts	Grade:	3
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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General Outcome 1				
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences				
1.1 Discover and Explore				
Express ideas and develop understanding		Task:	Virtue:	Value:
	connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts	2-1	Faith	Integrity Motivation & Initiative
	explain understanding of new concepts in own words	2-9	Fortitude Faith	Courage
	explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	2-5 4-6 1-2	Faith Fortitude	Friendship Cooperation Respect
Experiment with language and forms				
	choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	2-3	Prudence	Respect Cooperation
Express preferences				
	choose and share a variety of oral, print and other media texts in areas of particular interest	1-1	Faith Hope	Integrity Motivation
Set goals				
	discuss areas of personal accomplishment as readers, writers and illustrators	1-1 2-1	Charity	Praise & Celebration
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1.2 Clarify and Extend				
Consider others' ideas		Task:	Virtue:	Value:
	ask for the ideas and observations of others to explore and clarify personal understanding	2-3 1-7	Charity	Friendship Respect
Combine ideas				
	experiment with arranging and recording ideas and information in a variety of ways	1-1	Prudence	Work & Perseverance Responsibility
Extend understanding				
	ask questions to clarify information and ensure understanding	1-2 2-3	Fortitude	Integrity Responsibility
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General Outcome 2				
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts				
2.1 Use Strategies and Cues				
Use prior knowledge		Task:	Virtue:	Value:
	share ideas developed through interests, experiences and discussion that are related to new ideas and information	4-4	Charity	Cooperation Kindness & Empathy

	identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning	1-3 2-6	Faith Prudence	Integrity Work & Perseverance
Use comprehension strategies		Task:	Virtue:	Value:
	use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials	1-10 1-1	Faith	Courage Motivation & Initiative Work & Perseverance
	apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions	1-5 3-2 4-6	Prudence Temperance	Courage Motivation & Initiative Work & Perseverance
	identify the main idea or topic and supporting details in simple narrative and expository passages	4-3	Prudence Temperance	Courage Motivation & Initiative Work & Perseverance
	extend sight vocabulary to include predictable phrases and words related to language use	1-10	Prudence Temperance	Courage Motivation & Initiative Work & Perseverance
	read silently with increasing confidence and accuracy	1-1	Prudence Temperance	Courage Motivation & Initiative Work & Perseverance
	monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems	1-1	Prudence Temperance	Courage Motivation & Initiative Work & Perseverance
Use textual cues		Task:	Virtue:	Value:
	use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning	1-1	Charity	Respect Self-Discipline
	attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading	1-1	Charity	Respect Self-Discipline
Use phonics and structural analysis		Task:	Virtue:	Value:
	apply phonic rules and generalizations competently and confidently to read unfamiliar words in context	1-1	Charity	Respect Self-Discipline Responsibility
	apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context	1-1	Charity	Respect Self-Discipline Responsibility
	associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and	1-1	Charity	Respect Self-Discipline

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2.3 Understand Forms, Elements and Techniques				
Understand forms and genres		Task:	Virtue:	Value:
	identify distinguishing features of a variety of oral, print and other media texts	1.5	Charity Prudence Temperance	Respect
	discuss ways that visual images convey meaning in print and other media texts	2.9 1.6	Charity	Courage Cooperation Self Discipline
Understand techniques and elements		Task:	Virtue:	Value:
	include events, setting and characters when summarizing or retelling oral, print or other media texts	4-6 1-9	Prudence	Integrity Responsibility
	describe the main characters in terms of who they are, their actions in the story and their relations with other characters	1-3	Faith Charity	Friendship Stewardship Forgiveness
	identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques	3.5	Faith	Responsibility Praise & Celebration
Experiment with language		Task:	Virtue:	Value:
	recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment	3.3	Faith	Responsibility Praise & Celebration
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2.4 Create Original Text				
Generate ideas		Task:	Virtue:	Value:
	experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts	2-10 2-9 4-3	Fortitude	Responsibility Motivation & Initiative
Elaborate on the expression of ideas				
	use sentence variety to link ideas and create impressions on familiar audiences	4-2	Hope	Work & Perseverance
Structure texts				
	experiment with a variety of story beginnings to choose ones that best introduce particular stories	4-1	Faith	Work & Perseverance
	add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	4-2	Faith Prudence	Work & Perseverance Integrity
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3.1 Plan and Focus				
Focus attention		Task:	Virtue:	Value:
	use self-questioning to identify information needed to supplement personal knowledge on a topic	4-3	Prudence	Self Discipline Integrity
	identify facts and opinions, main ideas and details in oral, print and other media texts	4-6 1-9	Prudence	Integrity Responsibility
Determine information needs		Task:	Virtue:	Value:
	ask topic-appropriate questions to identify information needs	4-3	Prudence	Self Discipline Integrity
Plan to gather information				
	contribute ideas for developing a class plan to access and gather ideas and information	4-6 1-4	Justice	Responsibility Cooperation

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3.2 Select and Process				
Use a variety of sources		Task:	Virtue:	Value:
	find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment	1-7 2-3	Faith Hope Justice	Responsibility Stewardship
Access information				
	use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information	1-1	Prudence	Work & Perseverance Responsibility
	locate answers to questions and extract appropriate and significant information from oral, print and other media texts	1-1	Prudence Fortitude	Work & Perseverance Responsibility
	use card or electronic catalogues to locate information	1-1	Prudence Fortitude	Work & Perseverance Responsibility
Evaluate sources				
	review information to determine its usefulness in answering research questions	1-5	Prudence	Responsibility
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3.3 Organize, Record and Evaluate				
Organize information		Task:	Virtue:	Value:
	organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing	1-5	Prudence	Integrity
	draft ideas and information into short paragraphs, with topic and supporting sentences	1-5	Prudence	Integrity
Record information				
	record facts and ideas using a variety of strategies; list titles and authors of sources	1-5	Prudence	Integrity
	list significant ideas and information from oral, print and other media texts	1-5	Prudence	Integrity
Evaluate information				
	determine if gathered information is sufficient to answer research questions	1-5 4-7	Prudence	Integrity Honesty
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3.4 Share and Review				
Share ideas and information		Task:	Virtue:	Value:
	organize and share ideas and information on topics to engage familiar audiences	4-2 2-3	Hope	Work & Perseverance Respect
	use titles, headings and visuals to add interest and highlight important points of presentation	3-2	Charity	Praise & Celebration
Review research process		Task:	Virtue:	Value:
	assess the research process, using pre-established criteria	4-4	Justice Prudence	Praise & Celebration

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General Outcome 4				
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication				
4.1 Enhance and Improve				
Appraise own and others' work		Task:	Virtue:	Value:
	share own oral, print and other media texts with others to identify strengths and ideas for improvement	1-7	Charity Temperance	Praise & Celebration Respect Friendship
Revise and edit				
	combine and rearrange existing information to accommodate new ideas and information	1-5 4-6	Prudence Justice	Work & Perseverance Self Discipline
	edit for complete and incomplete sentences	2-4 2-8	Prudence Justice	Work & Perseverance Self Discipline Forgiveness
Enhance legibility				
	print legibly, and begin to learn proper alignment, shape and slant of cursive writing	4-1	Fortitude	Praise & Celebration Self Discipline
	space words and sentences consistently on a line and page	4-1	Fortitude	Praise & Celebration Self Discipline
	use keyboarding skills to compose, revise and print text	4-1	Fortitude	Praise & Celebration Self Discipline
	understand and use vocabulary associated with keyboarding and word processing	4-1	Fortitude	Praise & Celebration Self Discipline
Expand knowledge of language				
	explain relationships among words and concepts associated with topics of study	4-1	Fortitude	Praise & Celebration Self Discipline
	experiment with words and word meanings to produce a variety of effects	4-1	Fortitude	Praise & Celebration Self Discipline
Enhance artistry				
	choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts	4-1	Fortitude	Praise & Celebration Self Discipline
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4.2 Attend to Conventions				
Attend to grammar and usage		Task:	Virtue:	Value:
	identify a variety of sentence types, and use in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	identify correct subject-verb agreement, and use in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	use adjectives and adverbs to add interest and detail to	4-1	Fortitude	Praise &

	own writing			Celebration Self Discipline
	distinguish between complete and incomplete sentences	4-1	Fortitude	Praise & Celebration Self Discipline
Attend to spelling		Task:	Virtue:	Value:
	use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
Attend to capitalization and punctuation		Task:	Virtue:	Value:
	use capital letters appropriately in titles of books and stories	4-1	Fortitude	Praise & Celebration Self Discipline
	use exclamation marks, appropriately, as end punctuation in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	use apostrophes to form common contractions and to show possession in own writing	4-1	Fortitude	Praise & Celebration Self Discipline
	identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension	4-1	Fortitude	Praise & Celebration Self Discipline
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4.3 Present and Share				
Present information		Task:	Virtue:	Value:
	present ideas and information on a topic, using a pre-established plan	4-4 2-5	Justice Prudence	Courage Cooperation
Enhance presentation				
	use print and nonprint aids to illustrate ideas and information in oral, print and other media texts	4-6 2-5	Faith Charity	Respect
Use effective oral and visual communication				
	speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	4-3 4-2	Faith Fortitude	Work & Perseverance Respect Courage
Demonstrate attentive listening and viewing				
	rephrase, restate and explain the meaning of oral and visual presentations	2-3	Charity	Respect
	identify and set purposes for listening and viewing	2-3	Charity	Respect
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General Outcome 5				
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others				
5.1 Respect Others and Strengthen Community				
Appreciate diversity		Task:	Virtue:	Value:
	describe similarities between experiences and	1-4	Fortitude	Respect

	traditions encountered in daily life and those portrayed in oral, print and other media texts	1-7 4-7	Justice Temperance	Integrity
	retell, paraphrase or explain ideas in oral, print and other media texts	4-6 1-9	Prudence	Integrity Responsibility
Relate texts to culture				
	identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities	4-7 2-3	Charity	Respect Integrity Responsibility
Celebrate accomplishments and events				
	use appropriate language to acknowledge and celebrate individual and class accomplishments	1-7 2-5	Charity Fortitude	Praise & Celebration
Use language to show respect				
	demonstrate respect for the ideas, abilities and language use of others	1-7 2-5	Charity Fortitude	Praise & Celebration
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5.2 Work within a Group				
Cooperate with others				
	work cooperatively with others in small groups on structured tasks	1-4 1-9 4-4	Temperance Charity Justice	Cooperation Kindness & Empathy Respect
	identify others who can provide assistance, and seek their help in specific situations	4-5 4-8	Temperance Charity Justice	Cooperation Kindness & Empathy Respect
Work in groups				
	contribute ideas and information on topics to develop a common knowledge base in the group	1-1 4-6	Justice	Cooperation Responsibility
	ask others for their ideas, and express interest in their contributions	1-1 4-6	Justice	Cooperation Responsibility
Evaluate group process				
	assess the effectiveness of group process, using pre-established criteria	4-4	Justice Prudence	Praise & Celebration

Subject:	Science	Grade:	3
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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SKILLS				
3-1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences				
3-2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations		Task:	Virtue:	Value:
Focus	ask questions that lead to exploration and investigation	1-1	Hope	Motivation Initiative
	identify one or more possible answers to questions by stating predictions or hypotheses	1-2	Hope Prudence	Courage
Explore and Investigate	identify, with guidance, procedures to be followed in finding answers to given questions	4-6 2-2	Prudence Faith	Courage Cooperation
	carry out procedures developed by themselves or identified by others	2-1 2-5	Hope	Responsibility Work Perseverance
	identify materials and how they are used	1-1 2-2	Prudence Temperance	Stewardship
	work independently or with others to carry out the identified procedures	1-2	Prudence Temperance	Responsibility Cooperation
	identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources	4-6 2-3	Faith	Perseverance Responsibility Motivation
	Reflect and Interpret	record observations and measurements, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data	1-1	Faith
state an inference, based on observations		1-5	Prudence	Integrity
identify applications of what was learned		2-2	Hope	Stewardship
identify new questions that arise from the investigation		2-2	Hope	Integrity
3-3 Investigate a practical problem, and develop a possible solution		Task:	Virtue:	Value:
Focus	identify the purpose of the object to be constructed: What is to be developed? What is it for?	2-4	Charity	Stewardship
Explore and Investigate	attempt a variety of strategies to complete tasks	2-4	Charity	Perseverance
	identify steps followed in completing the task and explain the purpose of each step		Faith Temperance	Responsibility Integrity
	identify materials and how they are used			Stewardship
	engage in all parts of the task and support the efforts of others	2-3 2-4	Charity	Responsibility
	identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources	1-1	Faith	Cooperation Respect

Reflect and Interpret	communicate results of construction activities, using written and oral language and pictures	1-5 2-4	Justice	Honesty Praise Celebration
	evaluate the product and identify possible improvements	1-5 2-4	Prudence	Integrity
	identify new applications for the design or method of construction	4-6	Hope	Responsibility

ATTITUDES

3–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways

		Task:	Virtue:	Value:
<i>Students will show growth in acquiring and applying the following traits:</i>	curiosity	S4-4	Hope	Work Motivation Initiative Cooperation
	confidence in personal ability to explore materials and learn by direct study	S4-4	Justice Hope	Integrity
	inventiveness and willingness to consider new ideas	S1-1 S4-4	Hope Faith	Courage
	perseverance in the search for understandings and for solutions to problems	K1-1 K1-2	Hope	Work Perseverance
	appreciation of the value of experience and careful observation	K1-1 K1-2	Faith	Praise Praise Celebration
	a willingness to work with others and to consider their ideas	S2-9 S4-6	Charity	Cooperation Friendship
	appreciation of the benefits gained from shared effort and cooperation	S2-3	Charity	Cooperation Friendship
	a sense of responsibility for personal and group actions	S2-3	Fortitude	Responsibility
	respect for living things and environments, and commitment for their care.	K1-1 S1-1 S2-2	Fortitude	Stewardship Integrity



Topic A: Rocks and Minerals

3–5 Demonstrate knowledge of materials that comprise Earth’s crust, and demonstrate skill in classifying these materials

		Task:	Virtue:	Value:
	Compare samples of various kinds of rock, and identify similarities and differences	K1-1 K1-2 S4-4	Prudence Faith	Praise Celebration
	Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include: <ul style="list-style-type: none"> • colour • lustre or “shininess”; e.g., shiny, dull, glassy, metallic, earthy • texture; e.g., rough, smooth, uneven • hardness, based on scratch tests with available materials • presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid 	K1-1 S1-1 S4-4	Prudence	Praise Celebration

	<ul style="list-style-type: none"> crystal shape for minerals, or overall pattern of rocks 			
	Describe and classify a group of rocks and minerals, based upon the above properties	K1-1 S1-1 S4-4	Prudence	Praise Celebration
	Recognize that rocks are composed of a variety of materials; and given a coarse- grained rock and magnifier, describe some of the component materials	K1-1 S1-1	Prudence	Praise Celebration
	Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples	K1-1 S1-1	Prudence	Praise Celebration
	Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rocks together. Note: Safety goggles should be used	K1-1 S1-1	Prudence	Praise Celebration
	Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community	K1-1 S1-1 S1-2 S2-2 S4-4	Justice Fortitude Temperance	Responsibility Stewardship Kindness Empathy
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Topic B: Building with a Variety of Materials				
3-6 Use, safely, a variety of tools, techniques and materials in construction activities				
3-7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes		Task:	Virtue:	Value:
	Using a variety of materials and techniques, design, construct and test structures that are intended to: <ul style="list-style-type: none"> support objects span gaps serve as containers serve as models of particular living things, objects or buildings 	1-1 2-2 2-9	Prudence Hope Fortitude	Stewardship
	Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals	1-10	Prudence Faith	Integrity
	Select tools that are suitable to particular tasks and materials, and use them safely and effectively	1-10	Prudence	Courage
	Understand and use a variety of methods to join or fasten materials	2-9	Prudence	Stewardship
	Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design	1-5 2-9	Justice Fortitude	Integrity
	Understand that simple designs are often as effective as more complex ones, as well as being easier and	2-2	Fortitude Temperance	Motivation Initiative

	cheaper to build, and illustrate this understanding with a practical example			
	Recognize the importance of good workmanship, and demonstrate growth toward good workmanship	1-5	Justice	Motivation Initiative
	Maintain and store materials and tools safely and properly	2-2	Prudence	Praise Responsibility
	Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project	1-2 1-3	Charity Temperance	Cooperation

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Topic C: Testing Materials and Designs

3-8 Evaluate the suitability of different materials and designs for their use in a building task		Task:	Virtue:	Value:
	Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use	1-5	Faith Hope	Honesty
	Compare and evaluate the strength and stability of different models or objects constructed	2-9	Prudence Justice	Honesty Integrity
	Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials	1-1	Faith	Honesty Integrity
	Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood	2-9	Prudence Fortitude	Integrity
	Apply procedures to test different designs	2-9	Prudence Fortitude	Integrity
	Apply procedures to test the strength of different methods of joining	2-9	Prudence Fortitude	Integrity
	Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles	2-2	Faith Hope	Motivation Initiative

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Topic D: Hearing and Sound

3-9 Describe the nature of sound, and demonstrate methods for producing and controlling sound		Task:	Virtue:	Value:
	Identify examples of vibration	1-2	Prudence	Work & Perseverance
	Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound	1-2	Faith Prudence	Respect Praise & Celebration
	Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear	2-2	Temperance	Responsibility
	Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound	1-1	Prudence	Respect
	Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings	1-2	Hope Faith	Work & Perseverance Courage

	Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced	1-1	Temperance	Work & Perseverance Courage
	Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions	1-1	Faith	Motivation & Initiative
	Describe how the human ear senses vibrations	1-1	Prudence	Respect Praise & Celebration
	Compare the range of hearing in humans to that in other animals; e.g., dogs and bats	2-2	Faith	Stewardship
	Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics	1-5	Prudence Temperance	Stewardship
	Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging	2-1	Justice	Stewardship
	Construct and evaluate different kinds of soundproofing and sound-amplifying devices	2-1	Temperance	Motivation & Initiative Cooperation
	Explain the role that sound plays in communication	1-2	Faith	Respect Praise & Celebration



Topic E: Animal Life Cycles

3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments **Task:** **Virtue:** **Value:**

3–11 Identify requirements for animal care

	Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone	1-1 3-1	Faith	Respect Work & Perseverance
	Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders	1-1	Hope	Work & Perseverance
	Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences	1-1	Faith	Work & Perseverance
	Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life	1-1	Faith	Kindness & Empathy
	Demonstrate awareness that parental care is	1-1	Faith	Kindness &

	characteristic of some animals and not of others, and identify examples of different forms of parental care			Empathy
	Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space	1-1	Faith	Work & Perseverance
	Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments	1-1	Faith	Work & Perseverance
	Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals	2-2	Faith Charity	Stewardship
	Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation	2-2	Hope Prudence	Stewardship Respect Responsibility
	Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care	1-1	Fortitude	Work & Perseverance

Subject:	Social Studies		Grade:	3
Unit:	Topic 1	Title:		
Topic:	3.1 Communities in the World			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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3.1.1 appreciate similarities and differences among people and communities:		Task:	Virtue:	Value:
	demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)			
////////////////////////////////////				
3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:		Task:	Virtue:	Value:
	What determines quality of life? (CC)			
	How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)			
	How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)			
	What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)			
	How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)			
	How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)			
	How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)			
	How do the individuals and groups in the communities maintain peace? (GC, PADM)			
	How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)			
	How is cultural diversity expressed within each community? (CC, I)			
////////////////////////////////////				
3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:		Task:	Virtue:	Value:
	Where, on a globe and/or map, are the communities in relation to Canada? (LPP)			
	In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)			

	In what ways do the communities show concern for their natural environment? (GC, LPP)			
	How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)			
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3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:		Task:	Virtue:	Value:
	What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)			
	What goods and services do the communities import from and export to other parts of the world? (ER, GC)			
	What are the main forms of technologies, transportation and communication in the communities? (ER, GC)			

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	1PADM	Power, Authority and Decision Making

Subject:	Social Studies		Grade:	3
Unit:	Topic 2	Title:		
Topic:	3.2 Global Citizenship			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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3.2.1 appreciate elements of global citizenship:		Task:	Virtue:	Value:
	recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)			
	respect the equality of all human beings (C, GC, I)			
////////////////////////////////////				
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:		Task:	Virtue:	Value:
	How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)			
	What are some environmental concerns that Canada and communities around the world share? (ER, GC)			
	In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)			
	How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)			
	What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)			
	What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)			

Subject:	Social Studies	Grade:	3
Unit:		Title:	
Topic:	Skills and Processes		

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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3.S.1	develop skills of critical thinking and creative thinking:	Task:	Virtue:	Value:
	evaluate ideas and information from different points of view			
	choose and justify a course of action			
	generate original ideas and strategies in individual and group activities			
	compare and contrast information from similar types of electronic sources, such as information collected on the Internet			
////////////////////////////////////				
3.S.2	develop skills of historical thinking:			
	correctly apply terms related to time, including past, present, future			
	arrange events, facts and/or ideas in sequence			
////////////////////////////////////				
3.S.3	develop skills of geographic thinking:	Task:	Virtue:	Value:
	create and use a simple map to locate communities studied in the world			
	use cardinal and intermediate directions to locate places on maps and globes			
	apply the concept of relative location to determine locations of people and places			
	apply the terms hemisphere, poles, equator			
////////////////////////////////////				
3.S.4	demonstrate skills of decision making and problem solving:	Task:	Virtue:	Value:
	apply new ideas and strategies to contribute to decision making and problem solving			
	support proposed ideas, strategies and options with facts and reasons			
	collaborate with others to devise strategies for dealing with problems and issues			
	use technology to organize and display data in a problem-solving context			
////////////////////////////////////				
3.S.5	demonstrate skills of cooperation, conflict resolution and consensus building:	Task:	Virtue:	Value:
	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate			
	demonstrate willingness to seek consensus among members of a work group			
	consider the needs and points of view of others			
	work and play in harmony with others to create a safe			

	and caring environment			
	share information collected from electronic sources to add to a group task			
////////////////////////////////////				
3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:		Task:	Virtue:	Value:
	participate in projects that improve or meet the particular needs of their school or community			
////////////////////////////////////				
3.S.7 apply the research process:		Task:	Virtue:	Value:
	make connections between cause-and-effect relationships from information gathered from varied sources			
	evaluate whether information supports an issue or a research question			
	develop questions that reflect a personal information need			
	follow a plan to complete an inquiry			
	access and retrieve appropriate information from electronic sources for a specific inquiry			
	navigate within a document, compact disc or other software program that contains links			
	organize information from more than one source			
	process information from more than one source to retell what has been discovered			
	draw conclusions from organized information			
	make predictions based on organized information			
	formulate new questions as research progresses			
////////////////////////////////////				
3.S.8 demonstrate skills of oral, written and visual literacy:		Task:	Virtue:	Value:
	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration			
	listen to others in order to understand their points of view			
	interact with others in a socially appropriate manner			
	create visual images for particular audiences and purposes			
	use technology to support and present conclusions			
////////////////////////////////////				
3.S.9 develop skills of media literacy:		Task:	Virtue:	Value:
	compare information on the same issue or topic from print media, television, photographs and the Internet			
	identify key words from information gathered from a variety of media on a topic or issue			

Glossary of Terms and Concepts—Grade 3

The following terms and concepts are contained within the general and specific outcomes in the grade. The

definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

equator	The imaginary circle around the Earth that is the same distance from the North and South Poles and divides the Earth into the northern and southern hemispheres.
export	To sell goods and services to another country.
global	Relating to the whole world.
global citizenship	A feeling of responsibility, beyond a country’s borders, toward humanity.
goods	Items that are produced and have an economic value.
hemisphere	One half of the Earth, especially a half north or south of the equator or west or east of the Prime Meridian.
import	To buy or bring in products and services from another country, or to introduce new goods, customs or ideas to one country from another.
poles	North or South Pole: either of the two points on the Earth, the North and South Poles, that are the endpoints of its axis of rotation, are farthest from the equator, and are surrounded by icecaps.
quality of life	The sense of safety, comfort, security, health and happiness that a person has in his or her life.
relative location	A geographic location that is described by comparing its location to another location.
resources	Useful or valuable possessions or qualities of a country, organization or person.
services	Work done for somebody else: work done by somebody for somebody else as a job, a duty or a favour.

C	Citizenship	CC	Culture and Community
I	Identity	TCC	Time, Continuity and Change
ER	Economics and Resources	GC	Global Connections
LPP	The Land: Places and People	PADM	Power, Authority and Decision Making

Subject:	Health	Grade:	Grade 3
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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WELLNESS CHOICES–General Outcome <i>Students will make responsible and informed choices to maintain health and to promote safety for self and others</i>				
1. Personal Health		Task:	Virtue:	Value:
	analyze the factors that affect choices for physical activity; e.g., the impact of technology/media			
	improve and practise positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture			
	examine that individuals grow through similar stages of development at different rates and at different times			
	recognize factors that influence unique body characteristics; e.g., genetics, body type, environment			
	apply guidelines from <i>Canada’s Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more			
	describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens			
2. Safety and Responsibility		Task:	Virtue:	Value:
	identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares			
	employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food			
	describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront			
	describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person			
////////////////////////////////////				
RELATIONSHIP CHOICES–General Outcome <i>Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions</i>				
1. Understanding and Expressing Feelings		Task:	Virtue:	Value:
	recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others			
	demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing			

	feelings			
	develop, with guidance, strategies to deal with stress/change			
	develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger			
2. Interactions		Task:	Virtue:	Value:
	develop strategies to build and enhance friendships			
	demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic			
	examine the effects of conflict on relationships			
3. Group Roles and Processes		Task:	Virtue:	Value:
	develop skills to work cooperatively in a group			
	encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings			
////////////////////////////////////				
LIFE LEARNING CHOICES–General Outcome <i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges</i>				
1. Learning Strategies		Task:	Virtue:	Value:
	develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety			
	identify ways individuals learn in various environments			
	generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness			
	identify the steps of the goal-setting process, and apply these components to short-term personal goals			
2. Life Roles and Career Development		Task:	Virtue:	Value:
	examine personal skills and assets; e.g., physical, verbal, intellectual			
	examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend			
3. Volunteerism		Task:	Virtue:	Value:
	assess how individual contributions can have a positive influence upon the family, school and community			
	select and perform volunteer tasks as a class or as a group			

Subject:	Phys Ed / Health	Grade:	3
Unit:	Title: Mapped Phys. Ed and Health curriculums		
Topic:			

Concept / Values	Course outcomes	Health Curriculum	Permeation outcomes			
			Task:	Virtue:	Value:	
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Physical Education Curriculum		Health Curriculum				
Do It Daily!		Wellness Choices		Task:	Virtue:	Value:
	D3-2 describe factors that encourage movement and a personal feeling about movement	W3.1 analyze the factors that affect choices for physical activity; e.g., the impact of technology/media				
Physical Education Curriculum		Health Curriculum		Task:	Virtue:	Value:
Cooperation		Relationship Choices				
	C3-1 describe and demonstrate respectful communication skills appropriate to context	R3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger				
	C3-5 display a willingness to share ideas, space and equipment when participating cooperatively with others	R3.8 develop skills to work cooperatively in a group				
	C3-3 identify and demonstrate etiquette and fair play	R3.9 encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings				
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Physical Education Curriculum		Health Curriculum				
Benefits Health - Cooperation		Life Learning Choices		Task:	Virtue:	Value:
	B3-4 describe personal physical attributes that contribute to physical activity	L3.5 examine personal skills and assets; e.g., physical, verbal, intellectual				
	C3-4 accept responsibility for assigned roles while participating in physical activity	L3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend				

Subject:	Phys Ed	Grade:	3
Unit:		Title:	
Topic:			

Concept / Values	Course outcomes	Permeation outcomes		
		Task:	Virtue:	Value:
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	<i>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits</i>			
	Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water	Task:	Virtue:	Value:
	A3-1 respond to a variety of stimuli to create locomotor sequences			
	A3-2 N/A			
////////////////////////////////////				
	Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging	Task:	Virtue:	Value:
	A3-3 respond to a variety of stimuli to create nonlocomotor sequences			
	A3-4 N/A			
////////////////////////////////////				
	Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking	Task:	Virtue:	Value:
	A3-5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways			
	A3-6 N/A			
////////////////////////////////////				
	Application of Basic Skills in an Alternative Environment	Task:	Virtue:	Value:
	A3-7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing			
////////////////////////////////////				
	Application of Basic Skills in Dance	Task:	Virtue:	Value:
	A3-8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others			
	A3-9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others			
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	Application of Basic Skills in Games	Task:	Virtue:	Value:
	A3-10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship			

	A3-11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games			
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Application of Basic Skills in Types of Gymnastics		Task:	Virtue:	Value:
	A3-12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence			
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Application of Basic Skills in Individual Activities		Task:	Virtue:	Value:
	A3-13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling			
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GENERAL OUTCOME B: <i>Students will understand, experience and appreciate the health benefits that result from physical activity</i>				
Functional Fitness		Task:	Virtue:	Value:
	B3-1 describe the concept of energy required for muscles			
	B3-2 demonstrate and describe ways to improve personal growth in physical abilities			
	B3-3 experience movement involving the components of health- related fitness; e.g., flexibility, endurance, strength, cardio- respiratory activities			
////////////////////////////////////				
Body Image		Task:	Virtue:	Value:
	B3-4 describe personal physical attributes that contribute to physical activity			
	B3-5 N/A			
////////////////////////////////////				
Well-being		Task:	Virtue:	Value:
	B3-6 describe the benefits of physical activity to the body			
	B3-7 describe the changes that take place in the body during physical activity			
	B3-8 understand the connections between physical activity and emotional well-being; e.g., feels good			
////////////////////////////////////				
GENERAL OUTCOME C: <i>Students will interact positively with others</i>				
Communication		Task:	Virtue:	Value:
	C3-1 describe and demonstrate respectful communication skills appropriate to context			
	C3-2 N/A			
////////////////////////////////////				
Fair Play		Task:	Virtue:	Value:
	C3-3 identify and demonstrate etiquette and fair play			
////////////////////////////////////				
Leadership		Task:	Virtue:	Value:
	C3-4 accept responsibility for assigned roles while participating in physical activity			

////////////////////////////////////				
Teamwork		Task:	Virtue:	Value:
	C3-5 display a willingness to share ideas, space and equipment when participating cooperatively with others			
	C3-6 N/A			
////////////////////////////////////				
GENERAL OUTCOME D: <i>Students will assume responsibility to lead an active way of life</i>				
Effort		Task:	Virtue:	Value:
	D3-1 express a willingness to participate regularly in physical education class			
	D3-2 describe factors that encourage movement and a personal feeling about movement			
////////////////////////////////////				
Safety		Task:	Virtue:	Value:
	D3-3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity			
	D3-4 demonstrate and participate in safe warm-up and cool-down activities			
	D3-5 tell about safe movement experiences in various environments; e.g., gymnastic equipment			
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Goal Setting/Personal Challenge		Task:	Virtue:	Value:
	D3-6 set and achieve a short-term goal to increase effort and participation in one area of physical activity			
	D3-7 identify ways to change an activity to make it a challenge based on personal abilities			
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Active Living in the Community		Task:	Virtue:	Value:
	D3-8 describe types of physical activities people choose within the community and reasons for their choices			
	D3-9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment			