

Northwest Territories

Grade 3

Science

Specific Learning Outcomes:

- Identify the major parts of plants (e.g., seeds, stem, leaves, pistil etc.) and describe their basic function
- Classify plants according to visible characteristics (e.g., bark, leaf shape, root systems, type of flowers, seeds or berries)
- Describe using their own observations, the changes that plants (local/domestic) undergo in a complete life cycle (e.g., blueberry, cranberry, tomato seeds, germination, growth, seed production, seed disbursement)
- Describe, using their own observations, the effects of the seasons on plants (germination/budding, leaf/stem growth, production of seeds, preparation for dormancy/end of life cycle)
- Compare the life cycle of different kinds of plants (bulbs, seeds, tubers, spores, cones, cuttings)
- Identify traits that remain constant in some plants as they grow (leaf shape, leaf size, flower colour)
- Describe using observations, how the growth of plants are affected by the changes in the environment (e.g., soil type, permafrost, rainfall, sunlight, wind)
- Explain how different features of plants help them survive (cold weather germination, fuzzy leaves, live close to the ground, quick life cycle, dormancy, adapt to 24 hour daylight/darkness and permafrost)
- Design and conduct a hands-on inquiry into seed germination or plant growth
- Ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs (e.g., predict how long a particular type of plant could go without water before its leaves start to droop, plants tolerant to cold/frost)
- Use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., stem, pistil, stamen, petals, leaves)
- Record relevant observations, findings, and measurements, using written language, pictorial representations, drawings, charts, and graphs (e.g., produce a series of drawings to show a plant at different stages of development)
- Communicate the procedures and results of investigations for specific purposes and to specific audiences, using drawings, demonstrations, simple electronic media, oral and written descriptions (e.g., make a graph that shows the number and kinds of trees or plants found in your community; design and construct a terrarium or garden that reproduces the conditions that they found to be requirements of specific plants)

- Describe various local and domestic plants used in food preparation (e.g., vegetables, fruits, spices, herbs) and identify places where they can be grown/found
- Compare the requirements of some plants and animals and identify the requirements that are common to all living things (water, air, energy)
- Demonstrate awareness of ways of caring for plants properly (e.g., light, water, temperature, nutrients)
- Describe, using their observations, the various components within a sample of soil (e.g., pebbles, decaying plants, sand, clay, humus)
- Compare the different ways in which plant roots (e.g., fibrous roots, tap roots) grow through the soil
- Describe, through experimentation, how soil can be separated into different components (e.g., sieving, sedimentation jar)
- Use appropriate vocabulary in describing their investigations, explorations and observations (e.g., use terms such as clay, sand and pebbles to describe the earth materials in soil; large, small, very small particles)
- Describe how the use of different soils affects the growth of indoor plants

Math

Specific Learning Outcomes

- Demonstrate an understanding of measuring length (cm, m) by:
 - selecting and justifying referents for the units cm and m
 - modeling and describing the relationship between the units cm and m
 - estimating length, using referents
 - measuring and recording length, width and height.
- Demonstrate an understanding of measuring mass (g, kg) by:
 - selecting and justifying referents for the units g and kg
 - modelling and describing the relationship between the units g and kg
 - estimating mass, using referents
 - measuring and recording mass

Language Arts

Specific Learning Outcomes

- Use conversation to explore personal understanding
- Use prior knowledge and new information to draw conclusions
- Use self-questioning to determine personal knowledge of a topic and identify information needs in own and group inquiry
- Ask topic-appropriate questions to identify information needs in own and group inquiry
- Use relevant information from a variety of sources to answer inquiry or research questions

- Determine main ideas in information using prior knowledge, predictions, connections and inferences

Health

Specific Learning Outcomes

- classify various foods into the four food groups
- describe the main function of each of the four food groups
- plan nutritious eating for one day using a variety of foods
- prepare nutritious food to start the day
- demonstrate a willingness to eat nutritious food to start the day
- state the importance of nutritious food to start the day