

Ontario

Grade 3

- Science and Technology
 - o A: STEM Skills and Connections
 - o A1. STEM Investigation and Communication Skills
 - A1.1 use a scientific research process and associated skills to conduct investigations
 - A1.2 use a scientific experimentation process and associated skills to conduct investigations
 - A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
 - A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
 - o A2. Coding and Emerging Technologies
 - A2.2 identify and describe impacts of coding and of emerging technologies on everyday life
 - o A3. Applications, Connections, and Contributions
 - A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems
 - A3.2 investigate how science and technology can be used with other subject areas to address real-world problems
 - A3.3 analyse contributions to science and technology from various communities
 - o B: Life Systems
 - o B1. Relating Science and Technology to Our Changing World
 - B1.1 assess ways in which plants are important to humans and other living things, taking different perspectives into consideration, and identify ways in which humans can protect native plant species and their habitats
 - B1.3 assess the benefits and limitations of locally grown food
 - o B2. Exploring and Understanding Concepts
 - B2.1 describe the basic needs of plants, including the need for air, water, light, heat, nutrients, and space, and identify environmental conditions that may threaten plant survival
 - B2.2 identify different parts of plants, including the root, stem, flower, stamen, pistil, leaf, seed, cone, and fruit, and describe how each part contributes to plants' survival within their environment
 - B2.3 describe changes that different plants undergo in their life cycles
 - B2.4 describe ways in which a variety of plants adapt and/or react to their environment and to changes in their environment

- B2.5 demonstrate an understanding that most plants get energy directly from the Sun through the process of photosynthesis, which involves the absorption of carbon dioxide and the release of oxygen
 - B2.6 describe ways in which people, including Indigenous peoples, from various cultures around the world use plants for food, shelter, medicine, and clothing
 - B2.7 describe various plants used for food, including those grown by First Nations, Métis, and Inuit, and identify local settings where these plants are grown or found
 - B2.8 describe ways in which plants and animals, including humans, depend on each other
 - o E: Earth and Space Systems
 - o E1. Relating Science and Technology to Our Changing World
 - E1.1 assess the importance of soils for society and the environment
 - E1.2 assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils
 - o E2. Exploring and Understanding Concepts
 - E2.1 identify the living and non-living components of soil, and describe the characteristics of healthy soil
 - E2.2 identify different substances that are commonly added to, or absorbed by, the soil, and describe their effects on soil health
 - E2.3 examine different types of soils found in Ontario, and describe how different soils are suited to growing different types of food, including crops
 - E2.5 identify various strategies used to maintain and improve soil health in Ontario
- Health and Physical Education
- o Strand D: Healthy Living
 - o D1. demonstrate an understanding of factors that contribute to healthy development
 - D1.1. demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment
 - o D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

- D2.1. demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health

- Mathematics
 - o D: Data
 - o D1: Data Literacy
 - D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables
 - D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales
 - D1.4 determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data
 - o E2: Measurement
 - E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths

- Social Studies
 - o Strand B. People and Environments: Living and Working in Ontario
 - B1. demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario
 - B2. use the social studies inquiry process to investigate some of the environmental effects of different types of land and/ or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use
 - B3. describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs