

## Grade 3 English Language Arts and Literature Learning Outcomes for Reporting – Tracking Document

\*Learning Outcomes for the reporting document are parent friendly versions of the Learning Outcomes found in the curricular documents.

PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.ELA.01	<b>Relate form and structure of texts to the communication of ideas</b> <i>3LO.1 Text Forms and Structures</i> <ul style="list-style-type: none"> <li>• <b>Examine</b> the form of a variety of fiction and non-fiction texts.</li> <li>• <b>Examine</b> the structure of a variety of fiction and non-fiction texts.</li> <li>• <b>Examine</b> elements within a variety of fictional texts.</li> <li>• <b>Investigate</b> the narrator’s contribution to a text.</li> <li>• <b>Examine</b> poetic structures that contribute to creative expression of ideas.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.02	<b>Apply listening and speaking skills and strategies in a variety of interactions</b> <i>3LO.2 Oral Language</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> oral traditions that have been shared over time.</li> <li>• <b>Share</b> information of personal or cultural significance passed between generations of people.</li> <li>• <b>Combine</b> verbal and non-verbal language to enhance communication.</li> <li>• <b>Adjust</b> voice quality, audibility, articulation, or clarity to communicate effectively.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.03	<b>Analyze new words to enhance vocabulary</b> <i>3LO.3 Vocabulary</i> <ul style="list-style-type: none"> <li>• <b>Use</b> tier 2 words in a variety of literacy contexts.</li> <li>• <b>Recognize</b> and <b>use</b> figurative language in oral and written communication.</li> <li>• <b>Analyze</b> and <b>use</b> synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</li> <li>• <b>Analyze</b> bases and affixes for meaning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.04	<b>Investigate how phonics connects to word formation</b> <i>3LO.4 Phonics</i> <ul style="list-style-type: none"> <li>• <b>Use</b> phonetic strategies to decode complex words in continuous text.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.ELA.05	<b>Apply fluency strategies</b> <i>3LO.5 Fluency</i> <ul style="list-style-type: none"> <li>• <b>Read</b> increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</li> <li>• <b>Read</b> a variety of text forms with fluency and expression.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.06	<b>Develop reading comprehension</b> <i>3LO.5 Fluency/3LO.6 Comprehension</i> <ul style="list-style-type: none"> <li>• Independently <b>read</b> and <b>demonstrate</b> comprehension of texts that vary in length or complexity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.07	<b>Analyze text and make connections to personal experiences to make meaning</b> <i>3LO.6 Comprehension</i> <ul style="list-style-type: none"> <li>• <b>Make connections</b> between a text and personal feelings, experiences, or background knowledge.</li> <li>• <b>Make connections</b> between various aspects within or between texts.</li> <li>• <b>Make connections</b> between texts and ideas that relate to past, present, or future world events.</li> <li>• <b>Identify</b> information from texts that supports predictions.</li> <li>• <b>Make inferences</b> by combining background knowledge with information that is not explicitly stated within a text.</li> <li>• <b>Share</b> important information from a text in a logical order using own words.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.ELA.08	<b>Investigate writing and research processes that support written expression</b> <i>3LO.7 Writing</i> <ul style="list-style-type: none"> <li>• <b>Create</b> written texts for a variety of audiences and purposes.</li> <li>• <b>Use</b> organizational processes, methods, or tools to support the creation of written texts.</li> <li>• <b>Sequence</b> sections of writing in a logical order.</li> <li>• <b>Revise</b> written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</li> <li>• <b>Edit</b> writing for spelling, punctuation, and grammar.</li> <li>• <b>Include</b> a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</li> <li>• <b>Include</b> dialogue to add variety to texts.</li> <li>• <b>Create</b> thoughtful conclusions to tie up events or leave readers wondering.</li> <li>• <b>Organize, categorize, or sequence</b> information using a variety of methods or tools.</li> <li>• <b>Use</b> research to create written text that is appropriate for an audience.</li> <li>• <b>Use</b> cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	English Language Arts and Literature Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.ELA.09	<p><b>Demonstrate how grammar, spelling, and punctuation support written communication</b></p> <p><i>3LO.8 Conventions</i></p> <ul style="list-style-type: none"> <li>• <b>Insert</b> commas to indicate a pause between parts of sentences or to separate items in a list.</li> <li>• <b>Insert</b> quotation marks to identify the words of a speaker.</li> <li>• <b>Apply</b> a variety of spelling strategies to enhance written expression.</li> </ul>	□	□



**Français immersion et littérature - 3e année**  
**Résultats d'apprentissage – document de suivi**

Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p>Les élèves démontrent des comportements d'écoute active et dégagent les idées importantes dans les situations authentiques de communication orale portant sur divers sujets rencontrés dans le milieu d'apprentissage.</p> <p>Les élèves interagissent entre eux à l'oral en français, sur divers sujets rencontrés dans le milieu d'apprentissage, dans des situations authentiques de communication spontanées et préparées.</p> <p><i>3LO.1 La communication orale</i></p> <ul style="list-style-type: none"> <li>• <b>S'exercer</b> à utiliser la prosodie, le langage non verbal, les supports visuels ou sonores et des stratégies de dépannage pour favoriser la compréhension et l'expression du message.</li> <li>• <b>Se référer</b> à des critères qui appuient la production orale.</li> <li>• <b>Mettre</b> en pratique des conventions propres au contexte lors de conversations sur divers sujets, y compris lors du cercle de la parole.</li> <li>• <b>Discuter</b> des messages exprimés par les traditions orales provenant des communautés des Premières Nations, des Métis ou des Inuits et de la francophonie.</li> <li>• <b>Expérimenter</b> des activités culturelles de la francophonie.</li> </ul>	☐	☐
	<p>Les élèves reconnaissent des correspondances phonographiques, des morphèmes et des régularités orthographiques pour comprendre le sens de nouveaux mots et pour s'exprimer.</p> <p><i>3LO.2 Le vocabulaire</i></p> <ul style="list-style-type: none"> <li>• <b>Mettre</b> en pratique ses connaissances de la phonographie, des régularités orthographiques et des morphèmes pour lire et écrire des mots, en contexte.</li> <li>• <b>Employer</b> des outils de référence en s'appuyant sur l'ordre alphabétique pour vérifier l'écriture des mots.</li> </ul>	☐	☐
	<p>Les élèves appliquent les correspondances graphèmes-phonèmes pour lire et écrire des textes.</p> <p><i>3LO.3 La phonographie</i></p> <ul style="list-style-type: none"> <li>• <b>Décoder</b> des mots multisyllabiques connus et inconnus.</li> <li>• <b>Décoder</b> les lettres dont la prononciation dépend des lettres avoisinantes ou d'un signe orthographique.</li> </ul>	☐	☐



Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p><b>Les élèves associent des caractéristiques et des structures à des types de textes littéraires et courants.</b> <i>3LO.4 L'organisation des textes</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les élèves utilisent des stratégies de lecture et démontrent une compréhension des textes littéraires et courants.</b> <i>3LO.5 La compréhension des textes</i></p> <ul style="list-style-type: none"> <li>• <b>Redire</b> dans ses mots les idées importantes de divers textes littéraires et courants dont le contenu est adapté au niveau scolaire.</li> <li>• <b>Employer</b> des stratégies qui permettent de suivre le fil des idées, de noter un bris dans sa compréhension et de répondre à ses besoins d'information.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les élèves lisent les textes correspondant à leur niveau de lecture autonome avec précision et expérimentent l'intégration des composantes de la prosodie.</b> <i>3LO.6 La fluidité en lecture</i></p> <ul style="list-style-type: none"> <li>• <b>Lire</b> avec précision et comprendre 300 des mots les plus fréquents (y compris ceux appris en 1<sup>e</sup> et 2<sup>e</sup> année) dans des textes.</li> <li>• <b>Prendre</b> conscience des méprises lors de la lecture.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Les élèves utilisent des étapes du processus d'écriture pour exprimer leurs idées dans la production et le partage de textes littéraires et courants, en tenant compte de l'intention de communication et du public cible.</b> <i>3LO.7 La production de textes</i></p> <ul style="list-style-type: none"> <li>• <b>Mettre</b> en œuvre toutes les étapes du processus d'écriture dans la production de textes littéraires et courants.</li> <li>• <b>S'exercer</b> à ajouter des détails pour développer des idées.</li> <li>• <b>Améliorer</b> des textes en tenant compte de l'intention de communication, du public cible et de la rétroaction.</li> <li>• <b>Faire</b> appel à ses connaissances de l'orthographe et de la grammaire de la phrase pour apporter des corrections au texte.</li> <li>• <b>Utiliser</b> des outils de référence numériques et non numériques pour apporter des modifications et des corrections au texte.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



Code PS	Français immersion et littérature Résultats d'apprentissage avec les HPSP	S1	S2
	<p>Les élèves démontrent leur compréhension des éléments de la grammaire de la phrase, et les appliquent pour dégager le sens et former des phrases de base, en contexte.</p> <p><i>3LO.8 La grammaire</i></p> <ul style="list-style-type: none"> <li>• <b>Utiliser</b> des phrases de base pour s'exprimer en contexte.</li> <li>• <b>S'exercer</b> à utiliser des verbes réguliers (employés couramment) conjugués au présent.</li> </ul>	□	□



## Grade 3 Mathematics

### Learning Outcomes for Reporting – Tracking Document

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PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.MAT.01	<b>Interpret place value within 100 000</b> <i>3LO.1 Number</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> the place value of each digit in a natural number.</li> <li>• <b>Determine</b> the value of each digit in a natural number.</li> <li>• <b>Express</b> natural numbers using words and numerals.</li> <li>• <b>Express</b> various compositions of a natural number using place value.</li> <li>• <b>Round</b> natural numbers to various places.</li> <li>• <b>Express</b> the relationship between two numbers using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.02	<b>Apply strategies for addition and subtraction within 1000</b> <i>3LO.2 Number</i> <ul style="list-style-type: none"> <li>• <b>Relate</b> strategies for the addition and subtraction of two-digit numbers to strategies for the addition and subtraction of three-digit numbers.</li> <li>• <b>Model</b> regrouping by place value for addition and subtraction.</li> <li>• <b>Solve problems</b> using addition and subtraction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.03	<b>Analyze and apply strategies for multiplication within 100</b> <i>3LO.3 Number</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> multiplication and division strategies.</li> <li>• <b>Determine</b> a missing quantity in a product or quotient in a variety of ways.</li> <li>• <b>Solve problems</b> using multiplication and division in sharing or grouping situations.</li> <li>• <b>Examine</b> patterns in multiplication and division, including patterns in multiplication tables and skip counting.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.04	<b>Analyze and apply strategies for division within 100</b> <i>3LO.3 Number</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> multiplication and division strategies.</li> <li>• <b>Determine</b> a missing quantity in a product or quotient in a variety of ways.</li> <li>• <b>Solve problems</b> using multiplication and division in sharing or grouping situations.</li> <li>• <b>Examine</b> patterns in multiplication and division, including patterns in multiplication tables and skip counting.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.MAT.05	<b>Analyze and apply strategies for multiplication and division within 100</b> <i>3LO.3 Number</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> multiplication and division strategies.</li> <li>• <b>Determine</b> a missing quantity in a product or quotient in a variety of ways.</li> <li>• <b>Solve problems</b> using multiplication and division in sharing or grouping situations.</li> <li>• <b>Examine</b> patterns in multiplication and division, including patterns in multiplication tables and skip counting.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.06	<b>Interpret fractions in relation to one whole</b> <i>3LO.4 Number</i> <ul style="list-style-type: none"> <li>• <b>Model</b> fractions of a whole quantity, length, shape, or object, in various ways, limited to denominators of 12 or less.</li> <li>• <b>Relate</b> various representations of the same fraction, limited to denominators of 12 or less.</li> <li>• <b>Compare</b> different fractions of the same whole that have the same numerator and different denominators.</li> <li>• <b>Relate</b> a fraction less than one to its position on the number line, limited to denominators of 12 or less.</li> <li>• <b>Compare</b> fractions to benchmarks of 0, <math>\frac{1}{2}</math>, and 1.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.07	<b>Illustrate equality with equations</b> <i>3LO.5 Algebra</i> <ul style="list-style-type: none"> <li>• <b>Write</b> equations that represent equality between a number and an expression or between two different expressions of the same number.</li> <li>• <b>Model</b> equations that include an unknown value, including with a balance.</li> <li>• <b>Determine</b> an unknown value on the left or right side of an equation, limited to equations with one operation.</li> <li>• <b>Solve problems</b> using equations, limited to equations with one operation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>





PS Code	Mathematics Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.MAT.08	<b>Relate geometric properties to shape</b> <i>3LO.6 Geometry</i> <ul style="list-style-type: none"> <li>• <b>Investigate</b> the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for <math>90^\circ</math> or by measuring.</li> <li>• <b>Investigate</b> the relationships between vertices of a polygon, including equal or right angles, using direct comparison or referents for <math>90^\circ</math>.</li> <li>• <b>Classify</b> polygons as regular or irregular using geometric properties.</li> <li>• <b>Examine</b> geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.09	<b>Determine length using standard units</b> <i>3LO.7 Measurement</i> <ul style="list-style-type: none"> <li>• <b>Justify</b> the choice of millimetres, centimetres, or metres to measure various lengths.</li> <li>• <b>Measure</b> lengths of straight lines and curves, with millimetres, centimetres, or metres.</li> <li>• <b>Determine</b> the perimeter of polygons.</li> <li>• <b>Estimate</b> length by comparing to a benchmark.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.10	<b>Interpret angles</b> <i>3LO.8 Measurement</i> <ul style="list-style-type: none"> <li>• <b>Estimate</b> which of two angles is greater.</li> <li>• <b>Identify</b> referents for <math>90^\circ</math>.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.11	<b>Analyze patterns in numerical sequences</b> <i>3LO.9 Patterns</i> <ul style="list-style-type: none"> <li>• <b>Determine</b> any missing term in a skip-counting sequence using multiplication.</li> <li>• <b>Describe</b> the change from term to term in a numerical sequence using mathematical operations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.13	<b>Interpret representations of data</b> <i>3LO.11 Statistics</i> <ul style="list-style-type: none"> <li>• <b>Formulate</b> statistical questions for investigation.</li> <li>• <b>Collect</b> data using digital or nondigital tools and resources.</li> <li>• <b>Represent</b> first-hand and second-hand data in a dot plot or bar graph with one-to-one correspondence.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.MAT.14	<b>Relate money and decision making</b> <i>3LO.10 Wellness – Financial Literacy</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> possible short-term and long-term saving goals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>





## Grade 3 Science Learning Outcomes for Reporting – Tracking Document

\*In the fall, the PS Code column will be populated with the code that will appear in PowerTeacher Pro.

PS Code	Science Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
	<p><b>Students investigate and analyze how materials have the potential to be changed.</b> <i>3LO.1 Matter</i></p> <ul style="list-style-type: none"> <li>• <b>Conduct</b> an investigation to demonstrate changes of state.</li> <li>• <b>Describe</b> solid, liquid, and gas states of matter in terms of the properties of shape and volume.</li> <li>• <b>Compare</b> the melting/freezing and boiling points of various substances, including water.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Students investigate and explain how forces affect the movement of objects.</b> <i>3LO.2 Energy</i></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> where forces may exist in everyday situations.</li> <li>• <b>Describe</b> the strength and direction of forces applied to objects.</li> <li>• <b>Conduct</b> investigations to demonstrate the effects of forces on the movement of objects.</li> <li>• <b>Design</b> a device that uses simple machines.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Students analyze changes in Earth’s surface and explain how its layers hold stories of the past.</b> <i>3LO.3 Earth Systems</i></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> how natural events change Earth’s surface.</li> <li>• <b>Investigate</b> natural events that have changed the Earth’s surface in Alberta.</li> <li>• <b>Represent</b> how the movement of water and wind changes Earth’s surface over time.</li> <li>• <b>Relate</b> human activities to changes in Earth’s surface.</li> <li>• <b>Relate</b> activities of plants and animals to changes in Earth’s surface.</li> <li>• <b>Examine</b> how layers of Earth’s surface hold information about the past.</li> <li>• <b>Investigate</b> fossilized dinosaur bones that have been found in Alberta and the dinosaurs they belong to.</li> <li>• <b>Identify</b> and <b>discuss</b> where fossilized dinosaur bones have been found or are on display in Alberta.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Science Learning Outcomes with High Priority Skills and Procedures (HPSPs)	S1	S2
	<p><b>Students analyze and describe how plants and animals interact with each other and within environments.</b>  <i>3LO.4 Living Systems</i></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> and <b>discuss</b> how plants and animals respond to stimuli in their environments in order to survive.</li> <li>• <b>Explain</b> interconnections in environments, including how plants depend on animals and how animals depend on plants to survive.</li> <li>• <b>Discuss</b> First Nations, Métis, and Inuit connection with environments and their knowledge of and relationships with plants and animals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Students investigate creativity and its relationship to computational thinking.</b>  <i>3LO.5 Computer Science</i></p> <ul style="list-style-type: none"> <li>• <b>Create</b> a set of instructions that could be followed by a human or machine to complete a task.</li> <li>• <b>Identify</b> computational thinking used to solve problems or achieve desired outcomes.</li> <li>• <b>Create</b> something new by combining, changing, or reapplying existing ideas.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p><b>Students relate investigation to building knowledge.</b>  <i>3LO.6 Scientific Methods</i></p> <ul style="list-style-type: none"> <li>• <b>Collect</b> data using techniques to improve the accuracy of data.</li> <li>• <b>Analyze</b> data collected during investigations.</li> <li>• <b>Compare</b> the trustworthiness of sources of data.</li> <li>• <b>Develop</b> new questions for further investigations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



## Grade 3 Physical Education and Wellness Learning Outcomes for Reporting – Tracking Document

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PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.PEW.01	<p><b>Examine how participation in a variety of challenging physical activities fosters well-being</b> <i>3LO.1 Active Living</i></p> <ul style="list-style-type: none"> <li>• <b>Experience</b> and <b>reflect</b> on how wellbeing is supported through a variety of physical activities.</li> <li>• <b>Identify</b> and <b>implement</b> personal strategies to overcome challenges in a variety of physical activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.02	<p><b>Examine and integrate tactics in a variety of physical activity contexts</b> <i>3LO.2 Movement Skill Development</i></p> <ul style="list-style-type: none"> <li>• <b>Apply</b> tactics in a variety of physical activity contexts.</li> <li>• <b>Implement</b> a variety of tactics in response to other participants and changing situations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.03	<p><b>Demonstrate how elements of movement support physical activity</b> <i>3LO.3 Movement Skill Development</i></p> <ul style="list-style-type: none"> <li>• <b>Adjust</b> movement in response to the element of space.</li> <li>• <b>Demonstrate</b> directional movement in physical activity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.04	<p><b>Demonstrate how teamwork supports positive interactions during physical activity</b> <i>3LO.4 Movement Skill Development</i></p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in positive interactions that support teamwork.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



PS Code	Physical Education and Wellness Parent Friendly Learning Outcomes with HPSPs	S1	S2
3LO.PEW.05	<b>Analyze how roles can support the development of talents, virtues, and resilience</b> <i>3LO.5 Character Development</i> <ul style="list-style-type: none"> <li>• <b>Examine</b> how roles can provide individuals with opportunities to develop.</li> <li>• <b>Practise</b> self-regulation to maintain engagement in a variety of situations.</li> <li>• <b>Identify</b> emotions in a variety of situations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.06	<b>Investigate safety and its correlation to health</b> <i>3LO.6 Safety</i> <ul style="list-style-type: none"> <li>• <b>Examine</b> situations that require proactive planning.</li> <li>• <b>Practise</b> permission and refusal skills in a variety of contexts.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.07	<b>Investigate food and describe how it affects the body</b> <i>3LO.7 Healthy Eating</i> <ul style="list-style-type: none"> <li>• <b>Explore</b> the effects of food and hydration on the brain and body.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.08	<b>Investigate how problem solving can affect healthy relationships</b> <i>3LO.8 Healthy Relationships</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> respectful and positive interactions with others.</li> <li>• <b>Practise</b> conflict-resolution or problem-solving strategies that support friendships.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.09	<b>Describe development related to personal growth</b> <i>3LO.9 Growth and Development</i> <ul style="list-style-type: none"> <li>• <b>Examine</b> life stages and how they correlate to personal development.</li> <li>• <b>Communicate</b> how internal and external factors can affect development.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3LO.PEW.10	<b>Relate money and decision making</b> <i>3LO.10 Financial Literacy</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> possible short-term and long-term saving goals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

