

COMMUNITIES OF THE WORLD

GRADE

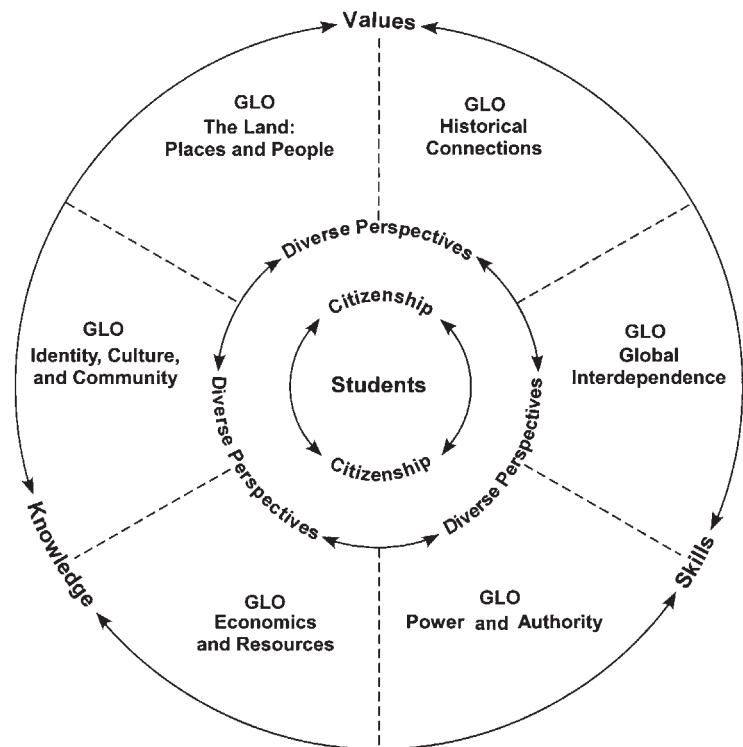
3

Grade Overview

Specific Learning Outcomes

Learning Experiences

GRADE 3 students explore ways of life in selected communities of the world, past and present. They are introduced to world geography and enrich their appreciation of global diversity as they explore communities and cultures. Students study physical, social, and cultural characteristics of two contemporary communities of the world, one of which is an indigenous community. They also explore life in an ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs. Through this exploration, students discover the connections linking diverse communities, past and present, and develop an appreciation of the enduring contributions of communities of the world.



Cluster Descriptions

Cluster 1: Connecting with Canadians

Students examine the rights and responsibilities of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.

Cluster 2: Exploring the World

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.

Cluster 3: Communities of the World

Students enrich their appreciation of global diversity as they explore communities and cultures in other places of the world. Students explore the elements that constitute a culture and examine the physical, social, and cultural characteristics of *two contemporary communities of the world, one of which is an indigenous community.*

Cluster 4: Exploring an Ancient Society

Students explore life in *one ancient society selected from a choice of Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs.* They consider various aspects of that society, including its ways of life, cultural expressions, customs and traditions, and enduring contributions.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 3 students will...

S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.	S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-101	Resolve conflicts peacefully and fairly.	S-104	Consider the rights and opinions of others during interactions.
S-102	Interact fairly and respectfully with others.		

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 3 students will...

S-200	Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	S-205	Construct maps that include a title, legend, and compass rose.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	S-206	Interpret maps that include a title, legend, and compass rose.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use cardinal directions to describe the relative locations of places on maps and globes.
S-203	Select and use appropriate tools and technologies to accomplish tasks.		
S-204	Use timelines to organize information chronologically.		

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 3 students will...

S-300	Formulate questions for research.	S-303	Revise ideas and opinions based on new information.
S-301	Consider advantages and disadvantages of solutions to a problem.	S-304	Distinguish fact from opinion.
S-302	Draw conclusions based on information and evidence.		

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 3 students will...

S-400	Listen actively to others to understand their perspectives.	S-402	Support their ideas and opinions with information or observations.
S-401	Use language that is respectful of human diversity.	S-403	Present information and ideas orally, visually, concretely, or electronically.

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 3 students will...

KC-001	Recognize citizenship as membership in the Canadian community.	VC-001	Support fairness in social interactions.
KC-002	Give examples of responsibilities and rights of Canadian citizens.	VC-002	Be willing to contribute to their groups and communities.
KC-003	Recite the words to Canada's national anthem in English, French, and a local Aboriginal language. <i>Examples: Cree, Ojibway, Michif, Dene...</i>	VC-003	Respect the equality of all human beings.
KC-004	Describe Remembrance Day as a time to think about peace and war.		
KC-005	Recognize that people around the world have basic human rights. <i>Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...</i>		
KC-006	Explain the importance of fairness and sharing in groups and communities.		

Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 3 students will...

<p>KI-007</p> <hr/> <p>Identify factors that may influence their identities. <i>Examples: culture and language, time and place, groups and communities, arts and media...</i></p> <hr/> <p>KI-007A</p> <hr/> <p>Describe personally significant aspects of their Aboriginal community.</p> <hr/> <p>KI-007F</p> <hr/> <p>Describe personally significant aspects of their francophone community.</p> <hr/> <p>KI-008</p> <hr/> <p>Describe countries as types of communities defined by borders.</p> <hr/> <p>KI-009</p> <hr/> <p>Define the elements that constitute a culture. <i>Include: ways of life, language, art, clothing, beliefs.</i></p> <hr/> <p>KI-009A</p> <hr/> <p>Identify the protocols within their Aboriginal culture.</p> <hr/> <p>KI-010</p> <hr/> <p>Describe characteristics of daily life in communities studied. <i>Examples: housing, tools, work, use of the land, recreation, education...</i></p> <hr/> <p>KI-011</p> <hr/> <p>Give examples of cultural expression in communities studied. <i>Examples: language and stories, art, music and dance, architecture, traditions, clothing...</i></p> <hr/> <p>KI-012</p> <hr/> <p>Recognize the diversity of cultures and communities in the world.</p> <hr/> <p>KI-013</p> <hr/> <p>Compare daily life in their own communities to life in communities studied.</p> <hr/>	<p>VI-004</p> <hr/> <p>Express interest in the ways of life of diverse cultures and communities.</p> <hr/>
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The Land: Places and People

Students will explore people's dynamic relationships with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Grade 3 students will...

KL-014	Locate on a map or globe the equator and the Northern and Southern hemispheres.	VL-005	Appreciate the diversity of the global natural environment.
KL-015	Locate on a map or globe the continents and oceans.	VL-006	Value the land for what it provides for communities.
KL-016	Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.	VL-006A	Appreciate the sacredness of living on and with the land.
KL-017	Describe the influence of natural phenomena on ways of life in communities studied. <i>Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...</i>		
KL-018	Give examples of the use of natural resources in communities studied.		
KL-019	Recognize that people have diverse ways of living on or with the land.		
KL-020	Locate communities or countries studied on a world map or globe.		

Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 3 students will...

KH-021	Recognize the continuity of cultures, traditions, and practices over time.	VH-007	Express interest in and curiosity about people, events, and ways of life in the past.
KH-022	Recognize that communities change over time.	VH-008	Value the enduring contributions of societies of the past.
KH-023	Describe characteristics of daily life in an ancient society. <i>Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...</i>		
KH-024	Give examples of customs, stories, and traditions of an ancient society.		
KH-025	Describe ways in which members of an ancient society expressed themselves. <i>Examples: art and architecture, music and dance, writing and stories, religious practices...</i>		
KH-026	Give examples of the enduring contributions of an ancient society. <i>Examples: ideas, inventions, art and architecture, stories...</i>		

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 3 students will...

KG-027	Give examples of concerns common to communities around the world.
KG-028	Identify organizations that support communities in all countries of the world. <i>Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...</i>
KG-029	Identify ways in which community services can help people acquire their basic human rights. <i>Examples: ensure quality housing, education, security, food and water.</i>
KG-030	Describe similarities and connections between communities around the world.
KG-031	Give examples of personal decisions and actions that may positively affect people locally or globally. <i>Examples: charitable donations and projects, recycling...</i>

VG-009	Be willing to accept differences among people, communities, and ways of life.
VG-010	Appreciate their connections to people and communities elsewhere in the world.

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 3 students will...

- KP-032 Give examples of formal and informal leadership and decision making in groups and communities.
- KP-033 Identify ways of resolving conflict in groups and communities.
- KP-034 Identify ways to deal with bullying.

- VP-011 Respect positive leadership in their groups and communities and in Canada.
- VP-011A Respect the teachings of Elders, leaders, parents, and community members.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 3 students will...

KE-035	Give examples of work, goods, and technologies in communities studied.	VE-012	Value the contributions individuals make to their communities.
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.		
KE-037	Describe diverse ways in which communities meet their members' needs.		
KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.		

Suggested Teaching Scenarios

Grade 3 Social Studies: Communities of the World is designed so that students focus on

- two contemporary communities of the world, one of which is an indigenous community
- one ancient society selected from Egypt, China, Japan, the Vikings, Incas, Mayas, or Aztecs

The study of particular communities in Cluster 3, Communities of the World, and Cluster 4, Exploring an Ancient Society, may be planned and organized in a variety of ways:

- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Wherever possible, involve students in the selection of communities to be studied, guiding them according to available resources and time. As well, throughout the year, encourage students to gather and discuss pictures and stories of communities elsewhere in the world, identifying these places on a world map. A “Communities of the World” bulletin board would be a useful tool for this ongoing discussion.

Suggested Classroom Materials

It is suggested that the following materials be made available to students as they explore *Communities of the World*:

- a collection of old and recent *National Geographic* magazines
- calendars and magazines containing images of landscapes, natural regions, and communities from around the world
- images, photographs, and news clippings of people and cultures from around the world
- brochures and publications produced by international agencies such as UNICEF, UNESCO, CIDA, United Nations, Amnesty International, and International Red Cross
- travel brochures from travel agencies
- a class set of world atlases (minimum one for every five students)
- globes, ideally one for each group of five to eight students
- world wall map
- a computer work station set up with a list of favourite websites including various map sites and international websites for the study of various communities around the world