

COMMUNITIES OF THE WORLD

GRADE

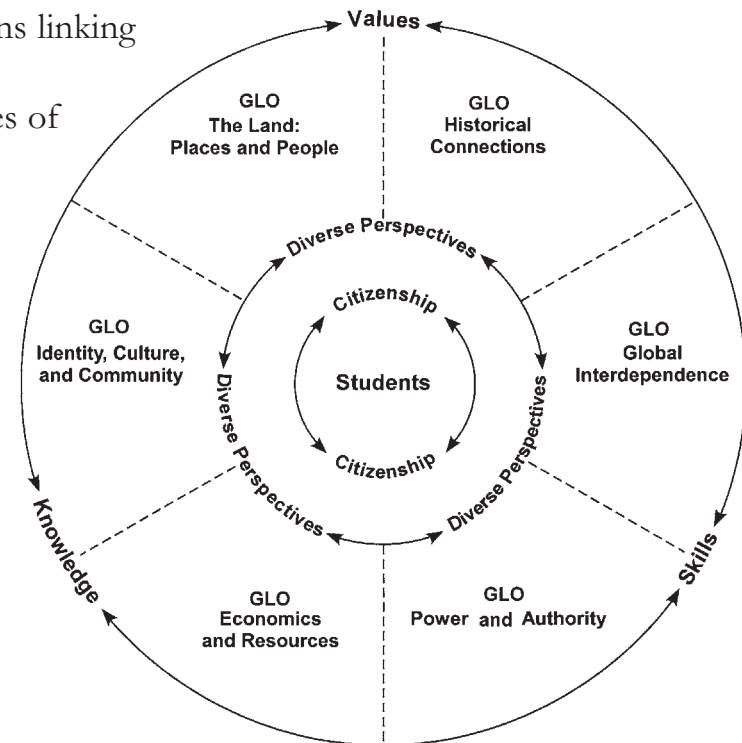
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Communities of the World

Grade Overview

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.



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Cluster Overview

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.



Skills for 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.

Skills for 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.

Social Studies Skills

Active Democratic Citizenship

Students will...

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

Managing Information and Ideas

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| <ul style="list-style-type: none"> 3-S-200 Select information from oral, visual, material, print, or electronic sources.
<i>Examples: maps, atlases...</i> 3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
<i>Examples: maps, charts, outlines, concept maps...</i> 3-S-202 Use appropriate terms or expressions to describe periods of time. 3-S-203 Select and use appropriate tools and technologies to accomplish tasks. | <ul style="list-style-type: none"> 3-S-204 Use timelines to organize information chronologically. 3-S-205 Construct maps that include a title, legend, and compass rose. 3-S-206 Interpret maps that include a title, legend, and compass rose. 3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes. |
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Social Studies Skills

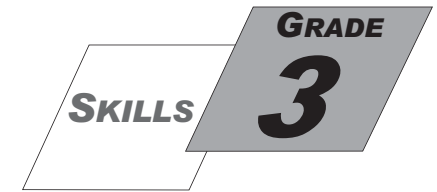
Critical and Creative Thinking

Students will...

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

Communication

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

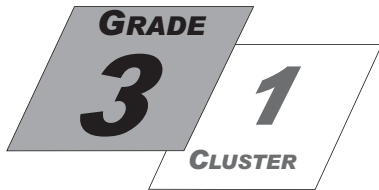


Critical and Creative Thinking Skills

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 judgements. These judgements 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.

Communication Skills

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.



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 1: Connecting with Canadians

Knowledge

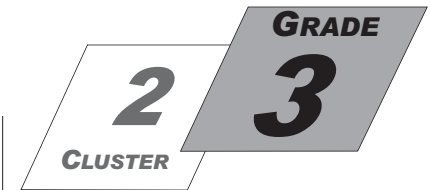
Students will...

3-KC-001	Recognize citizenship as membership in the Canadian community.	3-KI-007A	Describe personally significant aspects of their Aboriginal community.
3-KC-002	Give examples of responsibilities and rights of Canadian citizens.	3-KI-007F	Describe personally significant aspects of their francophone community.
3-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>	3-KP-032	Give examples of formal and informal leadership and decision making in groups and communities.
3-KC-004	Describe Remembrance Day as a time to think about peace and war.	3-KP-033	Identify ways of resolving conflict in groups and communities.
3-KI-007	Identify factors that may influence their identities. <i>Examples: culture and language, time and place, groups and communities, arts and media...</i>	3-KP-034	Identify ways to deal with bullying.

Values

3-VC-002	Be willing to contribute to their groups and communities.
3-VP-011	Respect positive leadership in their groups and communities and in Canada.
3-VP-011A	Respect the teachings of Elders, leaders, parents, and community members.

Cluster 2: Exploring the World



Knowledge

Students will...

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| 3-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> | 3-KG-027 | Give examples of concerns common to communities around the world. |
| 3-KC-006 | Explain the importance of fairness and sharing in groups and communities. | 3-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> |
| 3-KI-008 | Describe countries as types of communities defined by borders. | 3-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> |
| 3-KL-014 | Locate on a map or globe the equator and the Northern and Southern hemispheres. | 3-KG-030 | Describe similarities and connections between communities around the world. |
| 3-KL-015 | Locate on a map or globe the continents and oceans. | 3-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> |
| 3-KL-016 | Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth. | | |

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.

Values

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| 3-VC-001 | Support fairness in social interactions. |
| 3-VC-003 | Respect the equality of all human beings. |
| 3-VG-009 | Be willing to accept differences among people, communities, and ways of life. |
| 3-VG-010 | Appreciate their connections to people and communities elsewhere in 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 3: Communities of the World

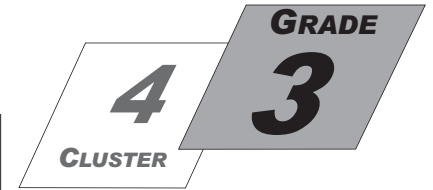
Knowledge

Students will...	
3-KI-009	Define the elements that constitute a culture. <i>Include: ways of life, language, art, clothing, beliefs.</i>
3-KI-009A	Identify the protocols within their Aboriginal culture.
3-KI-010	Describe characteristics of daily life in communities studied. <i>Examples: housing, tools, work, use of the land, recreation, education...</i>
3-KI-011	Give examples of cultural expression in communities studied. <i>Examples: language and stories, art, music and dance, architecture, traditions, clothing...</i>
3-KI-012	Recognize the diversity of cultures and communities in the world.
3-KI-013	Compare daily life in their own communities to life in communities studied.
3-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>
3-KL-018	Give examples of the use of natural resources in communities studied.
3-KL-019	Recognize that people have diverse ways of living on or with the land.
3-KL-020	Locate communities or countries studied on a world map or globe.
3-KE-035	Give examples of work, goods, and technologies in communities studied.
3-KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
3-KE-037	Describe diverse ways in which communities meet their members' needs.
3-KE-038	Identify media influences on their perceptions of people and places elsewhere in the world.

Values

3-VI-004	Express interest in the ways of life of diverse cultures and communities.
3-VL-005	Appreciate the diversity of the global natural environment.
3-VL-006	Value the land for what it provides for communities.
3-VL-006A	Appreciate the sacredness of living on and with the land.
3-VE-012	Value the contributions individuals make to their communities.

Cluster 4: Exploring an Ancient Society



Knowledge

Students will...

- 3-KH-021** Recognize the continuity of cultures, traditions, and practices over time.
- 3-KH-022** Recognize that communities change over time.
- 3-KH-023** Describe characteristics of daily life in an ancient society.
Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...
- 3-KH-024** Give examples of customs, stories, and traditions of an ancient society.
- 3-KH-025** Describe ways in which members of an ancient society expressed themselves.
Examples: art and architecture, music and dance, writing and stories, religious practices...
- 3-KH-026** Give examples of the enduring contributions of an ancient society.
Examples: ideas, inventions, art and architecture, stories...

Values

- 3-VH-007** Express interest in and curiosity about people, events, and ways of life in the past.
- 3-VH-008** Value the enduring contributions of societies of the past.

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.

Notes