

GRADE 3 SOCIAL STUDIES at a glance

Communities of the World

This *Grade 3 Social Studies at a Glance* can be used in designing, planning, and assessing student learning for the year. It can be used to preview the content of the [Grade 3 Social Studies curriculum](#).

It organizes the knowledge and values specific learning outcomes into thematic groups referred to as **clusters** or **essential ideas**. Together with the [Grade 3 Social Studies Curriculum Overview: General Learning Outcomes with Grade 3 Specific Learning Outcomes](#), this document can be used to plan student learning and to develop cross-curricular connections.

Social Studies SKILLS AND COMPETENCIES

Social studies involves the development of inquiry and research skills and methods, historical thinking, and geographic thinking. The skills and competencies learning outcomes are integrated throughout each cluster and are developed, refined, and applied across the grades. These skills and competencies are outlined in detail in the [Social Studies Foundation for Implementation](#) documents.

ACTIVE DEMOCRATIC CITIZENSHIP MANAGING INFORMATION AND IDEAS CRITICAL AND CREATIVE THINKING COMMUNICATION



CONNECTING WITH CANADIANS

- ▶ **Canadian citizenship**
KC-001 KC-002 VC-002
- ▶ **Canadian national anthem and Remembrance Day**
KC-003 KC-004
- ▶ **Personal identity**
KI-007
- ▶ **Leadership**
KP-032 VP-011
- ▶ **Conflict resolution**
KP-033 KP-034



EXPLORING THE WORLD

- ▶ **Mapping the world**
KL-014 KL-015 KL-016
- ▶ **Community connections**
KI-008 KG-030
VG-009 VG-010
- ▶ **Human rights and personal responsibilities**
KC-005 KC-006 KG-027
KG-028 KG-029 KG-031
VC-001 VC-003



COMMUNITIES OF THE WORLD

- ▶ **Locate and describe world communities**
KL-020 KE-037 KE-038 VE-012
- ▶ **Living with the land and its resources**
KL-017 KL-018 KL-019 KE-035
KE-036 VL-005 VL-006
- ▶ **World communities**
KE-037 KE-038 VE-012
- ▶ **Cultural diversity and daily life**
KI-009 KI-010 KI-011 KI-012
KI-013 VI-004



EXPLORING AN ANCIENT SOCIETY

- ▶ **Daily life in an ancient society**
KH-023 VH-007
- ▶ **Cultural expressions in an ancient society**
KH-024 KH-025
- ▶ **Contributions, continuity, and change**
KH-021 KH-022 KH-026
VH-008

GRADE 3 SOCIAL STUDIES

Curriculum Overview: General Learning Outcomes with Grade 3 Specific Learning Outcomes

Grade 3 students explore ways of life in selected communities of the world, past and present. They are introduced to world geography, and they 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.

In social studies, six general learning outcomes (GLOs) provide the broad conceptual structure from Kindergarten to Grade 12. Each general learning outcome is expressed as an **essential learning** for the grade level. Overarching all six GLOs is the core concept of Citizenship. The skills and competencies are interwoven throughout the clusters as shown below.

		CITIZENSHIP						
		Students are empowered to be knowledgeable and responsible citizens who contribute to their communities. They recognize that people around the world have basic human rights and understand the importance of fairness and sharing in groups and community.						
		KC- 001 002 003 004 005 006 VC- 001 002 003						
		IDENTITY, CULTURE, AND COMMUNITY	THE LAND: PLACES AND PEOPLE	HISTORICAL CONNECTIONS	GLOBAL INTERDEPENDENCE	POWER AND AUTHORITY	ECONOMICS AND RESOURCES	
KNOWLEDGE AND UNDERSTANDING REPORT CARD CATEGORIES		<p>The people of local and global communities, past and present, have made enduring cultural and artistic contributions that shape communities today. As Canadians, students can be proud of their cultural identities, including their identities as First Peoples, and celebrate the diversity of cultures around the world.</p> <p>KI- 007 007A 007F 008 009 009A 010 011 012 013 VI- 004</p>	<p>People and the natural environment are interrelated. The physical geography of the world is as diverse as the human geography. As citizens, people have a responsibility to protect and sustain their environment.</p> <p>KL- 014 015 016 017 018 019 020 VL- 005 006 006A</p>	<p>People, events, and ideas of Canada and societies of the past shape the present and influence the future of Canadian communities. Students can appreciate the rich and diverse history as well as the enduring contributions of ancient societies.</p> <p>KH- 021 022 023 024 025 026 VH- 007 008</p>	<p>There are many similarities and connections among communities around the world. As citizens of Canada, students have a global responsibility and connections to people elsewhere in the world.</p> <p>KG- 027 028 029 030 031 VG- 009 010</p>	<p>Canada is a democracy with three distinct levels of government. Informal and formal power and authority influence students' lives in a variety of ways. Canadians have learned to resolve their differences in a variety of ways and have both rights and responsibilities.</p> <p>KP- 032 033 034 VP- 011 011A</p>	<p>People's needs are met in various ways through both public and private means. There are diverse ways in which communities around the world meet their members' needs, and as Canadians, students value the contributions individuals make to their communities.</p> <p>KE- 035 036 037 038 VE- 012</p>	
	RESEARCH AND COMMUNICATION	<p>Managing Information and Ideas S- 200 201 202 203 204 205 206 207</p>	<ul style="list-style-type: none"> • Select, organize, record, and represent information from a variety of sources and in various ways. • Reference sources appropriately. • Construct and interpret maps that include a title, legend, and compass rose. • Use tools and technologies to accomplish tasks. • Use appropriate terms to describe time and cardinal directions to describe relative locations on maps and globes. 			<p>Communicating S- 400 401 402 403</p>	<ul style="list-style-type: none"> • Listen actively and respectfully to others to understand diverse perspectives. • Present information in a variety of ways. • Support ideas and opinions with information or observations. 	
	CRITICAL THINKING AND CITIZENSHIP	<p>Thinking Critically and Creatively S- 300 301 302 303 304</p>	<ul style="list-style-type: none"> • Formulate questions for research. • Consider advantages and disadvantages of solutions to a problem. • Use information and observations to draw conclusions and revise ideas and opinions. • Distinguish fact from opinion. 			<p>Being an Active Democratic Citizen S- 100 101 102 103 104</p>	<ul style="list-style-type: none"> • Cooperate and collaborate with others to share ideas, decisions, and responsibilities. • Resolve conflicts peacefully and fairly. • Make decisions that reflect care and responsibility for the environment. • Interact fairly and respectfully with others, considering their rights and opinions. 	

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 cooperating, resolving conflict, taking responsibility, accepting differences, building consensus, negotiating, making decisions collaboratively, and learning to deal with dissent and disagreement.

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.

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.

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.