

Social Studies

Grade 3 at a Glance

Communities of the World

Social Studies Skills



Students will...

Active Democratic Citizenship

- 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

- 3-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases...
- 3-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...
- 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.
- 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.

Critical and Creative Thinking

- 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.

Cluster 1 Connecting with Canadians



Students will...

3.1.1 Canadian Citizenship

- 3-KC-001 Recognize citizenship as membership in the Canadian community.
- 3-KC-002 Give examples of responsibilities and rights of Canadian citizens.
- 3-VC-002 Be willing to contribute to their groups and communities.

3.1.2 Canadian National Anthem

- 3-KC-003 Recite the words to Canada's national anthem in English, French, and a local Aboriginal language.
Examples: Cree, Ojibway, Michif, Dene...

3.1.3 Personal Identity

- 3-KI-007 Identify factors that may influence their identities.
Examples: culture and language, time and place, groups and communities, arts and media...
- 3-KI-007A Describe personally significant aspects of their Aboriginal community.
- 3-KI-007F Describe personally significant aspects of their francophone community.

3.1.4 Leadership

- 3-KP-032 Give examples of formal and informal leadership and decision making in 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.

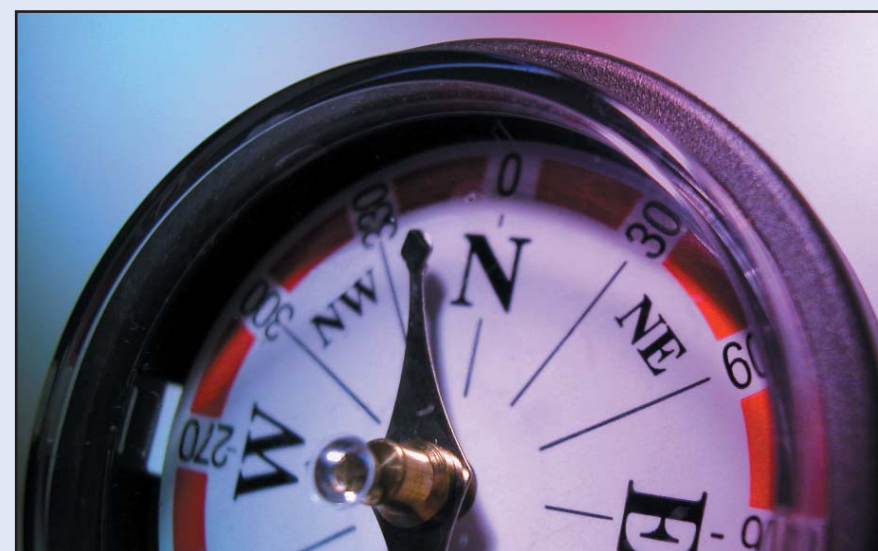
3.1.5 Conflict Resolution

- 3-KP-033 Identify ways of resolving conflict in groups and communities.
- 3-KP-034 Identify ways to deal with bullying.

3.1.6 Remembrance Day

- 3-KC-004 Describe Remembrance Day as a time to think about peace and war.

Cluster 2 Exploring the World



Students will...

3.2.1 Mapping the World

- 3-KI-014 Locate on a map or globe the equator and the Northern and Southern hemispheres.
- 3-KL-015 Locate on a map or globe the continents and oceans.
- 3-KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

3.2.2 Community Connections

- 3-KI-008 Describe countries as types of communities defined by borders.
- 3-KG-030 Describe similarities and connections between communities around the world.
- 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.

3.2.3 Human Rights

- 3-KC-005 Recognize that people around the world have basic human rights.
Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...
- 3-KG-028 Identify organizations that support communities in all countries of the world.
Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...
- 3-KG-029 Identify ways in which community services can help people acquire their basic human rights.
Examples: ensure quality housing, education, security, food and water...
- 3-VC-003 Respect the equality of all human beings.

3.2.4 Personal Responsibilities

- 3-KC-006 Explain the importance of fairness and sharing in groups and communities.
- 3-KG-027 Give examples of concerns common to communities around the world.
- 3-KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.
Examples: charitable donations and projects, recycling...
- 3-VC-001 Support fairness in social interactions.

Cluster 3 Communities of the World



Students will...

3.3.1 Locating World Communities

- 3-KL-020 Locate communities or countries studied on a world map or globe.

3.3.2 Living with the Land

- 3-KL-017 Describe the influence of natural phenomena on ways of life in communities studied.
Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...
- 3-KL-019 Recognize that people have diverse ways of living on or with the land.
- 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.

3.3.3 Resources

- 3-KL-018 Give examples of the use of natural resources in communities studied.
- 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-VL-005 Appreciate the diversity of the global natural environment.

3.3.4 World Communities

- 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.
- 3-VE-012 Value the contributions individuals make to their communities.

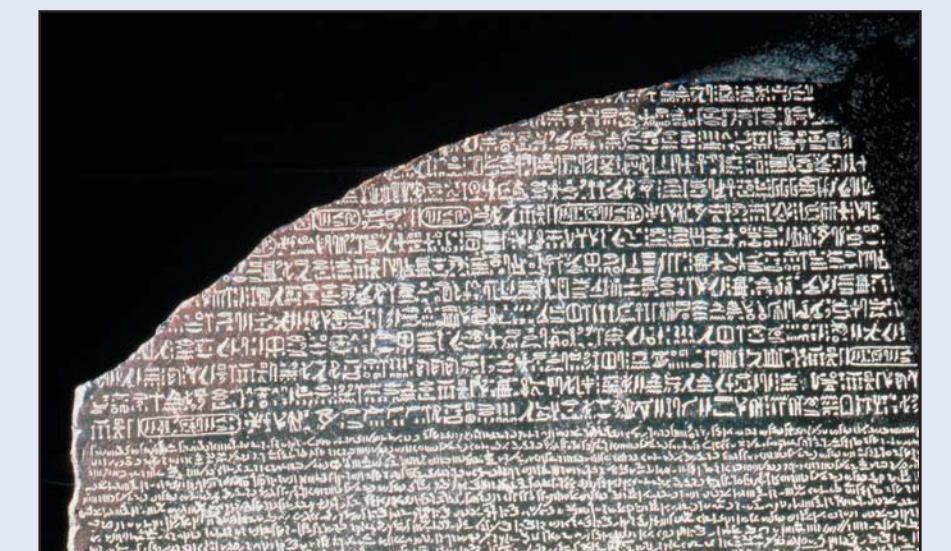
3.3.5 Daily Life

- 3-KI-010 Describe characteristics of daily life in communities studied.
Examples: housing, tools, work, use of the land, recreation, education...
- 3-KI-013 Compare daily life in their own communities to life in communities studied.
- 3-VI-004 Express interest in the ways of life of diverse cultures and communities.

3.3.6 Cultural Diversity

- 3-KI-009 Define the elements that constitute a culture.
Include: ways of life, language, art, clothing, beliefs.
- 3-KI-009A Identify the protocols within their Aboriginal culture.
- 3-KI-011 Give examples of cultural expression in communities studied.
Examples: language and stories, art, music and dance, architecture, traditions, clothing...
- 3-KI-012 Recognize the diversity of cultures and communities in the world.

Cluster 4 Exploring an Ancient Society



Students will...

3.4.1 Daily Life in an Ancient Society

- 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-VH-007 Express interest in and curiosity about people, events, and ways of life in the past.

3.4.2 Cultural Expression in an Ancient Society

- 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...

3.4.3 Contributions, Continuity, and Change

- 3-KH-021 Recognize the continuity of cultures, traditions, and practices over time.
- 3-KH-022 Recognize that communities change over time.
- 3-KH-026 Give examples of the enduring contributions of an ancient society.
Examples: ideas, inventions, art and architecture, stories...
- 3-VH-008 Value the enduring contributions of societies of the past.