# Grade 3 Social Studies Year Timeline | 2016-2017 CALENDAR

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| **September 2016** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  |  | 1 | 2 | 3 | Sep 01 - Sep 02: PD Day  Sep 05: Labor Day |
| Sep 05: Stat Holiday  Sep 06: First Day of School |
| 4 | **5** | **6** | 7 | 8 | 9 | 10 | Sep 06: First Day for students  Sep 30: PD Day |
| Sep 30: PD Day |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | **Unit 1 - Introduction to Global Citizenship** |
| **(6 weeks)** |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | Week 1 - 3.1.1, 3.S.1, |
| Week 2 - 3.1.1, 3.S.1 |
| 25 | 26 | 27 | 28 | 29 | **30** |  | Week 3 - 3.1.1, 3.S.1 |
| Week 4 - 3.1.2, 3.S.7, 3.S.8 |
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| **October 2016** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  |  |  |  | 1 | Oct 10: Thanksgiving Day - No School |
| Oct 20: Division PD Day |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | Oct 21: School PD Day  Oct 31: Halloween |
| Week 5 - 3.1.2, 3.S.7, 3.S.8 |
| 9 | **10** | 11 | 12 | 13 | 14 | 15 | Week 6 - 3.1.2, 3.S.7, 3.S.8 |
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| 16 | 17 | 18 | 19 | **20** | **21** | 22 | **Unit 2 - Peru** |
| **(7 weeks)** |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | Week 1 - 3.1.1, 3.S.1 |
| Week 2 - 3.1.1, 3.S.1 |
| 30 | **31** |  |  |  |  |  | Week 3 - 3.1.2, 3.S.2 |
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| **November 2016** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  | 1 | 2 | 3 | 4 | 5 | Nov 11: Remembrance Day - No School |
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| 6 | 7 | 8 | 9 | 10 | **11** | 12 | Week 4 - 3.1.2, 3.S.2 |
| Week 5 - 3.1.3, 3.S.3 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | Week 6 - 3.1.3, 3.S.3 |
| Week 7 - 3.1.4, 3.S.4 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |  |
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| 27 | 28 | 29 | 30 |  |  |  |  |
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| **December 2016** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  |  | 1 | **2** | 3 | Dec 02: PD Day |
| Dec 23: Last Day Before Winter Holidays |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | Dec 25: Christmas Day |
| **Unit 3 - Ukraine** |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | **(8 weeks)** |
| Week 1 - 3.1.1, 3.S.1 |
| 18 | 19 | 20 | 21 | 22 | **23** | 24 | Week 2 - 3.1.1, 3.S.1 |
| Week 3 - 3.1.2, 3.S.2 |
| 25 | **26** | **27** | **28** | **29** | **30** | 31 |  |
| Dec 24 - Jan 09: Winter Holidays |
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| **January 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
| 1 | **2** | **3** | **4** | **5** | 6 | 7 | Jan 01: New Year’s Day |
| Jan 09: First Day Back After Winter Break |
| 8 | **9** | 10 | 11 | 12 | 13 | 14 | Jan 30: PD Day |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 | Week 4 - 3.1.2, 3.S.2 |
| Week 5 - 3.1.3, 3.S.3 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | Week 6 - 3.1.3, 3.S.3 |
| Week 7 - 3.1.4, 3.S.4 |
| 29 | 30 | 31 |  |  |  |  |  |
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| **February 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  | 1 | 2 | 3 | 4 | Feb 14: Valentine’s Day |
| Feb 20: Stat Holiday |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | Feb 21 & 22: No School DIL teachers |
| Feb 23 & 24: SWATCA |
| 12 | 13 | **14** | 15 | 16 | 17 | 18 | Week 8 - 3.1.4, 3.S.4 |
| **Unit 4 - India** |
| 19 | **20** | **21** | **22** | **23** | 24 | 25 | **(8 weeks)** |
| Week 1 - 3.1.1, 3.S.1 |
| 26 | 27 | 28 |  |  |  |  | Week 2 - 3.1.1, 3.S.1 |
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| **March 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  | 1 | 2 | 3 | 4 | Mar 13: Divisional Spiritual Development Day |
| Mar 24: PD Day |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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| 12 | **13** | 14 | 15 | 16 | 17 | 18 | Week 3 - 3.1.2, 3.S.2 |
| Week 4 - 3.1.2, 3.S.2 |
| 19 | 20 | 21 | 22 | 23 | **24** | 25 | Week 5 - 3.1.3, 3.S.3 |
| Week 6 - 3.1.3, 3.S.3 |
| 26 | 27 | 28 | 29 | 30 | 31 |  |  |
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| **April 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  |  |  |  | 1 | Apr 14: [Good Friday](http://www.calendarlabs.com/holidays/us/good-friday.php) - No School |
| Apr 16: [Easter](http://www.calendarlabs.com/holidays/us/easter.php) |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | Apr 17 - Apr 21: Easter Holidays - No School |
| Week 7 - 3.1.4, 3.S.4 |
| 9 | 10 | 11 | 12 | 13 | **14** | 15 | Week 8 - 3.1.4, 3.S.4 |
| **Unit 5 - Tunisia** |
| **16** | **17** | **18** | **19** | **20** | **21** | 22 | **(7 weeks)** |
| Week 1 - 3.1.1, 3.S.1 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | Week 2 - 3.1.2, 3.S.2  B3-4 Body Image  B3-6; B3-7; B3-8 |
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| **May 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  | 1 | 2 | 3 | 4 | 5 | 6 | May 14: [Mother’s Day](http://www.calendarlabs.com/holidays/shared/mothers-day.php) |
| May 22: Stat Holiday |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | May 23: PD Day |
| Week 3 - 3.1.2, 3.S.2 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | Week 4 - 3.1.3, 3.S.3 |
| Week 5 - 3.1.3, 3.S.3 |
| 21 | **22** | **23** | 24 | 25 | 26 | 27 | Week 6 - 3.1.4, 3.S.4 |
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| 28 | 29 | 30 | 31 |  |  |  |  |
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| **June 2017** | | | | | | |  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Notes:** |
|  |  |  |  | 1 | 2 | 3 | Jun 12: PD Day |
| Jun 18: [Father’s Day](http://www.calendarlabs.com/holidays/shared/fathers-day.php) |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | Jun 29: Last Day of School for students |
| Jun 30: Non-instruct Last Day/PD Day |
| 11 | **12** | 13 | 14 | 15 | 16 | 17 | Week 7 - 3.1.4, 3.S.4 |
| **Part 2 - Concluding with Global Citizenship** |
| **18** | 19 | 20 | 21 | 22 | 23 | 24 | **(3 weeks)** |
| Week 1 - 3.1.1, 3.2.1, 3.S.5, 3.S.6 |
| 25 | 26 | 27 | 28 | **29** | **30** |  | Week 2 - 3.1.1, 3.2.1, 3.S.5, 3.S.6 |
| Week 3 - 3.1.1, 3.2.1, 3.S.5, 3.S.6 |
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Timeline is approximate and therefore, subject to change.

**Unit Outcomes**

*Social studies provide opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. (Alberta Education, Canada)*

Specific outcomes that will be addressed in each unit are listed below:

**Unit 1** - Introduction to Global Citizenship

(What Does it Mean to be a Global Citizen? Me, Our Country, the World)

SLO: 3.1.1

SLO: 3.2.1

SLO: 3.S.1

SLO: 3.S.7

SLO: 3.S.8

**Unit 2** - Peru

(What is Life Like in Peru? Geographic, Social, Cultural and Linguistic Factors)

SLO: 3.1.1

SLO: 3.1.2

SLO: 3.1.3

SLO: 3.1.4

SLO: 3.S.1

SLO: 3.S.2

SLO: 3.S.3

SLO: 3.S.4

**Unit 3** - Ukraine

(What is Life Like in Ukraine? Geographic, Social, Cultural and Linguistic Factors)

SLO: 3.1.1

SLO: 3.1.2

SLO: 3.1.3

SLO: 3.1.4

SLO: 3.S.1

SLO: 3.S.2

SLO: 3.S.3

SLO: 3.S.4

SLO: 3.S.9

**Unit 4** - India

(What is Life Like in India? Geographic, Social, Cultural and Linguistic Factors)

SLO: 3.1.1

SLO: 3.1.2

SLO: 3.1.3

SLO: 3.1.4

SLO: 3.S.1

SLO: 3.S.2

SLO: 3.S.3

SLO: 3.S.4

**Unit 5** - Tunisia

(What is Life Like in Tunisia? Geographic, Social, Cultural and Linguistic Factors)

SLO: 3.1.1

SLO: 3.1.2

SLO: 3.1.3

SLO: 3.1.4

SLO: 3.S.1

SLO: 3.S.2

SLO: 3.S.3

SLO: 3.S.4

**Unit 6** - Concluding with Global Citizenship

(How Can I be a Global Citizen? Efforts That Contribute to the World Community)

SLO: 3.1.1

SLO: 3.2.1

SLO: 3.S.5

SLO: 3.S.6

**Learning Outcomes**

This Social Studies Grade 3 year plan is comprised of the following learner outcomes as outlined in the *Social Studies Program of Studies* set forth be *Alberta Learning*.

**3.1 Communities in the World: General Outcome**

*Students will* demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

**Specific Outcomes**

**3.1.1 appreciate similarities and differences among people and communities:**- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

**3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting on the following questions of inquiry:**- What determines quality of life? (CC)  
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)  
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)  
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)  
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)   
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)  
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)  
- How do the individuals and groups in the communities maintain peace? (GC, PADM)  
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)  
- How is cultural diversity expressed within each community? (CC, I)

**3.1.3** **examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)

- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)

- In what ways do the communities show concern for their natural environment? (GC, LPP)

- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

**3.1.4** **examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:**

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)

- What goods and services do the communities import from and export to other parts of the world? (ER, GC)

- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

**3.2 Global Citizenship: General Outcome**   
*Students will* demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

**Specific Outcomes**

**3.2.1 appreciate elements of global citizenship:**

- Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)

- Respect the equality of all human beings (C, GC, I)

**3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:**

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)

- What are some environmental concerns that Canada and communities around the world share? (ER, GC)

- In what ways can individuals and groups contribute to positive change in the world? (C,

GC, PADM)

- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)

- What are examples of international organizations formed by individuals (e.g., Free the

Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)

- What are examples of international organizations formed by nations (e.g., UN)? (C, GC,

PADM)

**Skills and Processes For Grade 3**

**Dimensions of Thinking  
3.S.1** develop skills of critical thinking and creative thinking  
**3.S.2** develop skills of historical thinking  
**3.S.3** develop skills of geographic thinking  
**3.S.4** demonstrate skills of decision making and problem solving

**Social Participation as a Democratic Process**  
**3.S.5** demonstrate skills of cooperation, conflict resolution and consensus building  
**3.S.6** develop age-appropriate behavior for social involvement as responsible citizens  
contributing to their community

**Research for Deliberative Inquiry**

**3.S.7** apply the research process

**Communication**

**3.S.8** demonstrate skills of oral, written and visual literacy

**3.S.9** develop skills of media literacy

**Assessment and Evaluation**

**Evaluation Criteria and Procedures**

* Checklists of student’s effort and attitude
* Participation
* Anecdotal records and observations
* Rubrics
* Quizzes
* Self-reflections and student journals