

Overview of Social Studies Curriculum



In grade three, students will learn about life in communities around the world. This is an extension to their understanding of Canadian communities acquired in grade two. Students are introduced to life in four global communities. They will demonstrate an understanding and appreciation of how the geographic, social, cultural, and linguistic factors affect **quality of life** in India (New Delhi), Tunisia (Tunis), Peru (Lima), and Ukraine (Kiev). Students will understand the role of Canada and how we are all eventually connected as **global citizens** of the world.

During the course of the Social Studies curriculum, students will develop their ability to demonstrate skills requiring **respectful group participation, sharing of ideas, and listening to one another empathetically**. Students will understand a **rich variety of perspectives** through the global children presented in this study, e.g. there are multiple perspectives to what quality of life means to different people. Students will make connection between themselves and the children from these countries, and understand that children have similar needs no matter where they are from, and even though they may have some differences, they can still connect with one another in some ways.

If your family has lived in a country other than Canada, this would be a good time to discuss it with your child. We have a large map of the world in our classroom and it would be interesting to identify all of the countries that have connections to our class children. It would be great to have a collage of countries marked out in our classroom world map. Please let your child know information regarding this.

If your background is from any of these countries, or if you share similar cultural backgrounds, please consider coming to our class and making a presentation about an aspect of life from the country of your background. Children are also encouraged to bring in news items on current events that are affecting these countries. This will engage students in relevant, authentic learning. Bringing in photographs and artifacts are also highly desired for authentic learning.

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