



*Recommended P3 / Grade 3 Curriculum Framework*

<b>Content: SOCIAL STUDIES: P3 / Grade 3</b>						
<b>Topic: Communities Near and Far: Canada and Mexico (Weeks 25-36)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>SS-E-5.2.6</b> The United States, Mexico and Canada have basic similarities and differences (cultural characteristics: language, music, art, dress, food, stories, folk tales, holidays).</p> <p><b>POS-SS-P-CS-2</b> Students will understand that diverse groups celebrate heritage and culture in a variety of ways.</p> <p><b>SS-E-2.1.1</b> Language, music, art, dress, stories, and folktales define culture and may be shared among various groups.</p> <p><b>SS-E-2 .2.1</b> All cultures develop institutions, customs, beliefs, and holidays, reflecting their unique histories, situations, and perspectives.</p> <p><b>SS-E-2.1.2</b> Elements of culture serve to define specific groups and may result in unique perspectives.</p>	<p><b>POS-SS-P-CS-1</b> Students will recognize language, music, art, dress, food, literature, and folktales as elements of culture.</p>					

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<p><b>SS-E-4.2.1</b> Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).</p> <p><b>SS-E-4.1.1</b> Simple physical, political, and thematic maps and globes, skills including: direction, map symbols, landforms, bodies of water, photographs, aerial photography and graphs.</p> <p><b>SS-E-4.4.4</b> People have different perspectives concerning the use of the land (e.g. building developments, cutting down rain forest for farming).</p>	<p><b>POS-SS-P-G-1</b> Students will use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.</p> <p><b>POS-SS-P-G-3</b> Students will recognize physical and human characteristics of places and regions.</p> <p><b>POS-SS-P-G-4</b> Students will recognize that people depend on, adapt to, or modify the environment to meet basic needs.</p> <p><b>Historical Perspective 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Make inferences about people based on historical data.</li> </ul> <p><b>Culture and Society AE 2.16:</b> Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationships among individuals and among groups.</p>					

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	<p><b>A.E. 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Describe cultural universals, similarities and differences.</li> <li>Recognize roles within various social groupings.</li> </ul> <p><b>Geography</b></p> <p><b>A.E.2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Examine the interaction between people and their environment and can predict trends.</li> <li>Use a variety of means to identify absolute and relative location.</li> <li>Use geographic sources of information and data for a purpose (simple thematic maps, globes, charts and graphs).</li> <li>Understand and apply developmentally appropriate geographic vocabulary.</li> </ul>					

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