

## 1998 Curriculum

### Grade 3 – Heritage and Citizenship Pioneer Life

#### Overall Expectations

By the end of Grade 3, students will:

- identify early settlers and their origins, and describe their lives and contributions;
- identify the contributions of Aboriginal peoples to early settlement;
- describe changes that have occurred in their communities since the time of the early settlers.

#### Specific Expectations

##### Understanding Concepts

By the end of Grade 3, students will:

- identify the countries of origin of the pioneers who settled in Upper Canada;
- identify the areas of early settlement in Upper Canada;
- identify the Aboriginal peoples located in Upper Canada at the time of first settlement;
- describe the routes pioneers took to arrive at their destinations in Upper Canada;
- explain how the St. Lawrence River and Great Lakes were important to the settlement of Upper Canada (e.g., for trade and transportation);
- explain how the pioneers used natural resources (e.g., water, forests, land);
- describe the influence of Aboriginal peoples and pioneers in the area of farming methods (e.g., the use of crop rotation);
- identify the contributions of Aboriginal peoples to pioneer settlement (e.g., medicine, food, and exploration);
- describe Aboriginal communities prior to pioneer settlement;
- describe the major components of a pioneer village or settlement (e.g., grist mill, church, school, general store, blacksmith's shop);
- describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.

## 2004 Curriculum

### Grade 3 – Heritage and Citizenship Early Settlements in Upper Canada

#### Overall Expectations

By the end of Grade 3, students will:

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

#### Specific Expectations

##### Knowledge and Understanding

By the end of Grade 3, students will:

- identify the countries of origin of the people who settled in Upper Canada around 1800 (e.g., United States, United Kingdom, France, Germany);
- identify the areas of early settlement in Upper Canada (e.g., English/Niagara; Francophone/Penetanguishene; African-American/Chatham; Mennonite/Kitchener; Mohawk/Brantford);
- identify the First Nation peoples in Upper Canada around 1800 (i.e., Ojibway, Iroquois Confederacy), say where they lived, and describe their lifestyles;
- identify factors that helped shape the development of early settlements (e.g., lakes and rivers for trade and transportation; origins of early settlers; climate; natural resources);
- explain how the early settlers valued, used, and looked after natural resources (e.g., water, forests, land);
- describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation);
- describe the major components of an early settlement (e.g., grist mill, church, school, general store, blacksmith's shop);
- describe the various roles of male and female settlers (e.g., farm worker, minister, teacher, merchant, blacksmith, homemaker).

## **Developing Inquiry/Research and Communication Skills**

By the end of Grade 3, students will:

- use appropriate vocabulary (e.g., grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples) to describe their inquiries and observations;
- ask questions to gain information and explore alternatives (e.g., concerning relationship between community and environment);
- locate key information about pioneer communities from primary sources (e.g., local museums; pioneer houses, forts, villages) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- collect and evaluate information about human and environmental interactions during the early settlement period;
- make and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe routes taken by the pioneers);
- communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool).

## **Applying Concepts and Skills in Various Contexts**

By the end of Grade 3, students will:

- locate and label the pioneers' countries of origin on a world map;
- locate and label pioneer settlements on a map of Upper Canada;
- trace the routes (e.g., England to Upper Canada) taken by early settlers on a world map;
- compare and contrast the lives (e.g., daily routines) of pioneer and present-day children of similar ages;
- compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources);
- compare and contrast buildings in a pioneer settlement with those of the present day;

## **Inquiry/Research and Communication Skills**

By the end of Grade 3, students will:

- ask questions to gain information and explore alternatives (e.g., concerning relationships between community and environment);
- use primary and secondary sources to locate key information about early settler communities (e.g., primary sources: diaries or journals, local museums, early settlers' houses, forts, villages; secondary sources: maps, illustrations, print materials, videos, CD-ROMs);
- collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);
- make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings about early settlements in Upper Canada (e.g., a research organizer showing trades and tools; illustrations of period clothing; maps of settlements, including First Nation communities);
- use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings (e.g., a model of an early settler home, a diorama of a First Nation settlement, a poster encouraging immigration to Upper Canada);
- use appropriate vocabulary (e.g., pioneer, settlers, grist mill, settlement, general store, blacksmith, First Nation peoples) to describe their inquiries and observations.

## **Application**

By the end of Grade 3, students will:

- compare and contrast aspects of daily life for early settler and/or First Nation children in Upper Canada and children in present-day Ontario (e.g., food, education, work and play);
- compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today (e.g., services, jobs, schools, stores, use and management of natural resources);
- compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario;

- compare tools used by the pioneers to today's tools (e.g., hand saw/power saw);
- investigate pioneer diet and compare it to that of present-day people (e.g., snacks, beverages, breakfast, lunch, dinner);
- compare past and present techniques of processing products (e.g., production of maple syrup/sugar, lumber, and grain products);
- identify significant heritage symbols on the Canadian coat of arms (e.g., beaver: fur trade; maple leaf: early settlers; Union Jack: Britain).

- compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products);
- re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada.

### 1998 Curriculum

## Grade 3 – Canada and World Connections Urban and Rural Communities

### Overall Expectations

By the end of Grade 3, students will:

- identify distinguishing features of urban and rural communities;
- describe some possible relationships between communities and natural environments;
- demonstrate awareness of the possible similarities and differences among people, places, and environments.

### Specific Expectations

#### Understanding Concepts

By the end of Grade 3, students will:

- demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities;
- demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities;
- describe the interaction between people and the environment (e.g., dependence on nature for food, water, energy);
- demonstrate an understanding of why people live where they do (e.g., because of family ties, occupations, amenities, schools).

### 2004 Curriculum

## Grade 3 – Canada and World Connections Urban and Rural Communities

### Overall Expectations

By the end of Grade 3, students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

### Specific Expectations

#### Knowledge and Understanding

By the end of Grade 3, students will:

- identify geographic and environmental factors that explain the location of various urban and rural communities, with examples from Ontario (e.g., Sudbury/mining, Ottawa/government, Hamilton/industry, Bradford/farming);
- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities;
- compare transportation in urban and rural communities;
- compare population density and diversity in urban and rural communities;
- compare buildings and structures in urban and rural communities.

### **Developing Inquiry/Research and Communication Skills**

By the end of Grade 3, students will:

- use appropriate vocabulary (e.g., urban, rural, city, town, village, environment, scale, north, south, east, west) to describe their inquiries and observations;
- ask questions and explore a variety of means to obtain information (e.g., concerning relationships between the community and the environment);
- locate key information about urban and rural communities from primary sources (e.g., surveys, interviews, and fieldwork) and secondary sources (e.g., charts, graphs, maps, models, and CD-ROMs);
- sort and classify information about communities to identify issues, solve problems, and make decisions;
- construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment);
- communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

### **Developing Map and Globe Skills**

By the end of Grade 3, students will:

- make and use large maps of rural and urban communities, using familiar units of measure (e.g., centimetre, metre, kilometre);
- identify the Canadian provinces, territories, and their capitals on a map;
- consult map legends when looking for selected features (e.g., H/hospital);
- recognize that different colours on maps indicate different things (e.g., different colours are used for different countries).

### **Inquiry/Research and Communication Skills**

By the end of Grade 3, students will:

- ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? How does population growth affect life in an urban or rural setting?);
- use primary and secondary sources to locate key information about urban and rural communities (e.g., primary sources: surveys, interviews, fieldwork; secondary sources: charts, graphs, maps, models, CD-ROMs);
- sort and classify information about communities to identify issues and solve problems;
- construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment);
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features);
- use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population) to communicate the results of inquiries and observations about urban and rural communities.

### **Map, Globe, and Graphic Skills**

By the end of Grade 3, students will:

- make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;
- consult map legends when looking for selected features (e.g., H - hospital);
- recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features);
- use familiar units of scale (e.g., centimetre, metre, kilometre) to measure distance on maps of urban and rural communities.

### **Applying Concepts and Skills in Various Contexts**

By the end of Grade 3, students will:

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food);
- compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation);
- describe the ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals);
- identify some products that Ontario sells to other provinces or territories (e.g., nickel) and buys from them (e.g., oil, wheat).

### **Application**

By the end of Grade 3, students will:

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy);
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern and First Nation communities);
- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).