

Grade 3 Inquiry Overview

<p>ENGAGED CITIZENS (pp. 1-25) <i>Students will explore how different points of view and history can impact current events.</i></p>	<p>LIFELONG LEARNING CITIZENS (pp. 26-51) <i>Students will explore decision-making processes, and become more aware of their thinking and the processes used to examine challenges.</i></p>	<p>SELF, COMMUNITY AND PLACE (pp. 52- 72) <i>Students will begin to investigate how they are connected to their school, community, and environments. They will be encouraged to make positive choices and act to address perceived wrongs.</i></p>
<p>Essential Questions (p. 3)</p> <ul style="list-style-type: none"> • How do people who live together organize themselves? • How much do rules matter? • Who monitors the rule makers? • How much power should leaders have? • To whom are rule makers responsible? • Why are treaty relationships important to all Canadians? • What is another point of view for these ideas? 	<p>Essential Questions (p. 28)</p> <ul style="list-style-type: none"> • What influences your decisions? • How far-reaching are the impacts of decisions? • Can all problems be solved in the same way? What steps do you use to solve a problem? • Do all problems have a solution? • How does history influence current decisions? 	<p>Essential Questions (p. 54)</p> <ul style="list-style-type: none"> • What are the rules for belonging and how are they developed and enforced? • How do you control the impact of your actions/decisions? • How does empathy contribute to citizenship? • What power does the individual have to make a difference in the world? • What responsibility do you have to balance personal needs with the community's needs?
<p>Vocabulary (p. 7) point of view; advocate; diversity; opinion; culture; environment; paraphrase</p>	<p>Vocabulary (pp. 31-32) worldview; government; leadership; types of leadership (informal; inherited; elected; communal)</p>	<p>Vocabulary (p. 58) empathy; belief; technology; needs; wants; environment; resources</p>
<p>Inquiry 1 (p. 6) Students will recognize that situations have different points of view and taking the time to explore those viewpoints can lead to greater understanding. Students will understand the intent and purpose of human rights documents for children. Outcomes: PA3.2; PA3.3; IN3.1</p>	<p>Inquiry 1 (p. 30) Students will look at decision-making processes in the community and consider the impact of decisions. Students will consider the effectiveness of communities in meeting people's needs and wants. Outcomes: PA3.1; RW3.1</p>	<p>Inquiry 1 (p. 57) Students will understand how communities work together to support one another. Students will know how they use technology in their daily life. Outcomes: RW3.2, RW3.3, IN3.3;</p>
<p>Inquiry 2 (p. 14) Students will understand how rules and regulations protect people. Outcomes: PA3.3; IN3.2</p>	<p>Inquiry 2 (p. 42) Students will identify the ways that communities look after their needs. and wants. Outcomes: RW3.3</p>	<p>Inquiry 2 (p. 64)) Students will examine how people's beliefs about the environment impact the choices made, the relationship people have with the land and the way land is used. Outcomes: DR3.3</p>
<p>Inquiry 3 (p. 18) Students will be able to identify similarities and differences in communities very different from their own. Students will understand how cultural traditions support communities over time. Outcomes: IN3.1; IN3.2</p>		
<p>Resources (p. 24) Cross Curricular Connection (p. 25)</p>	<p>Resources (p. 49) Cross Curricular Connection (p. 49)</p>	<p>Resources (p. 71) Cross Curricular Connection (p. 71)</p>