




SCOPE & SEQUENCE
GR. 3 - SOCIAL



Student Task
GRADE 3: Social Studies**TOPIC B: Communities Need Each Other****TASK: Graphing Goods Produced in Rural/Urban Communities Across Canada****PRODUCTIVITY TOOL: Spreadsheet****TIMELINE: 2 Weeks****DIFFICULTY LEVEL: ☺☺☺ Project**

In an examination of how communities from across Canada need each other, students will bring three items to school (e.g., box of cereal, piece of clothing, etc.) noting where the item originates. The students then write the following on a post-it note:

-  picture of the item
-  name of the area from which the item originates

Sticking the post-it notes to the appropriate place on a wall-size Canada map, the students then count the number of items from rural or urban areas in each province across Canada. Students then identify major highways while discussing how the goods may be transported to various regions across Canada.

In their next two computer classes, the students create two spreadsheets which tabulate and graph the results:

-  number of products according to province
-  number of products according to rural and urban areas across the provinces

Students are encouraged to choose the graph which is most appropriate to display their findings


ICT Outcomes
The learner will:

- C4** 1.1 follow plan to complete an inquiry
 - 1.2 formulate new questions as research progresses
 - 1.3 organize information from more than one source
- C6** 1.1 identify a problem within a defined context
 - 1.2 use technology to organize and display data in a problem-solving context
 - 1.3 use technology to support and present conclusions
- C7** 1.1 develop questions that reflect a personal need for information
 - 1.3 draw conclusions from organized information
- F1** 1.1 identify techniques and tools for communicating, storing, retrieving and selecting information
 - 1.2 apply terminology appropriate to the technologies being used at this division level
 - 1.3 demonstrate an understanding that the user manages and controls the outcomes of technology
- F2** 1.2 describe particular technologies being used for specific purposes
- F3** 1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
 - 1.2 work collaboratively to share limited resources
 - 1.3 demonstrate care of technology equipment
- F6** 1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down
 - 1.2 use keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys
- P4** 1.1 integrate text and graphics to form a meaningful message
 - 1.2 balance text and graphics for visual effect







Curriculum Outcomes

GRADE 3: Social Studies






TOPIC B: Communities Need Each Other

TASK: Graphing Goods Produced in Rural/Urban Communities Across Canada



Knowledge Objectives, Bullets 2 and 3

-  Goods produced and services available in one community (urban/rural) may be different from those goods produced or services available in other communities.
 - goods produced in rural/urban communities
 - influence of geographic factors on goods produced/services available; i.e. location, climate, type of land, resources available
-  Goods and services are exchanged between communities.
 - ways goods are transported and services delivered


Skill Objectives, Process Skills, Bullets 2, 4, 8, 12 and 13

-  acquire information by surveying one's own home to find out where goods used by the family are made
-  on a simple map of Canada, locate selected communities under study
-  compare relative distances between communities under study
-  sketch routes on a prepared map to show how goods travel between communities
-  classify examples of goods and services, needs and wants and/or goods produced in rural and urban communities



Communication Skills, Bullet s 2 and 3

-  use maps, graphs, sketches and/or charts
-  write a paragraph on the exchange of goods between two communities

Participation Skills, Bullet 2

-  participate cooperatively in group work after taking part in making the rules for group work

Attitude Objectives, Bullets 1 and 2

-  appreciation for the exchange of goods and services between communities
-  awareness of some of the problems associated with the exchange of goods and services

