

6.4 CURRICULUM INTEGRATION – GRADE 3

SOCIAL STUDIES

Knowledge

Cluster 1 – Connecting with Canadians

KP-033 Identify ways of resolving conflict in groups and communities.

KP-034 Identify ways to deal with bullying.

Cluster 2 – Exploring the World

VC-003 Respect the equality of all human beings.

KC-006 Explain the importance of fairness and sharing in groups and communities.

KG-027 Give examples of concerns common to communities around the world.

VC-001 Support fairness in social interactions.

Cluster 3 – Communities of the World

VL-006 Value the land for what it provides for communities.

Skills

Cluster 1 – Connecting with Canadians

3-S-101 Resolve conflicts peacefully and fairly.

3-S-102 Interact fairly and respectfully with others.

3-S-103 Make decisions that reflect care, concern and responsibility for the environment.

3-S-104 Consider the rights and opinions of others during interactions.

Cluster 2 – Exploring the World

3-S-206 Interpret maps that include a title, legend and compass rose.

3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.

PHYSICAL EDUCATION

Movement

- K.1.3.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn) affect skill development and success.
- S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping).

Fitness Management

- K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).
- K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer for at least 10 to 15 minutes of vigorous activity each day).
- K.2.3.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates) that influence physical activity participation and build self-confidence.
- S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community) over a period of time (e.g., a week, a day) to determine level of physical activity participation.

Safety

- K.3.3.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

- K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices).
- K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards).

Healthy Lifestyle Practices

- K.5.3.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practicing daily health routines for cleanliness, rest, healthy eating, good posture).
- K.5.3.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., completing more than 60 minutes and up to several hours a day of physical activity).

Personal and Social Management

- K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement.
- S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task).