

CURRICULUM CONNECTIONS ATLANTIC CANADA Grade 3

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

ARTS

- be part of a rights-respecting, compassionate, democratic learning environment that “allows all students regardless of ability, gender, lifestyle, values, social class, and racial and ethnocultural backgrounds to feel comfortable in taking learning risks to express their ideas, frustrations, and dreams. It is a community of ongoing inquiry based on trust and respect. It upholds the rights of each student and requires students to respect the rights of others. It values and nurtures different perceptions, diverse approaches, and open conversations.”
- be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

HEALTH AND PHYSICAL EDUCATION

General curriculum outcomes - Outcome 3.10 Relationships

- demonstrate, verbally and nonverbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, and gender) while participating in physical education activities

Cross-curricular link Health: Relationship Choices Outcomes

Specific curriculum outcomes

- demonstrate age-appropriate ways to resolve conflict with limited assistance

LANGUAGE

- Oral communication provides a bridge to the interconnected knowledge, skills, and strategies that primary students will use to read, write, view, and represent. Real, purposeful talk is not only an essential component of the language curriculum.
- The expectations focus on foundational knowledge and skills that students need in order to establish a strong basis for language development.
- develop an understanding of appropriate listening and speaking behaviours and identify strategies they can use to understand what they hear and clearly communicate what they want to say.
- explore new ideas and information and more complex and technical topics, and that may require more interpretation and inference.
- communicate increasingly complex ideas and information in both formal and informal contexts.

MATHEMATICS

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.
- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).
- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).
- relate mathematical ideas to situations drawn from everyday contexts.

LINKS TO GLOBAL CONCEPTS

CONVENTION ARTICLES

	INTERDEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
3, 12, 13, 15, 17, 29	✓	✓		✓	✓	
3, 16, 17, 29, 31, 37, 39	✓		✓		✓	✓
2, 13, 15, 17, 28, 29		✓		✓	✓	
12, 13, 17, 28, 29				✓	✓	

SELECTED EXPECTATIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

SCIENCE AND TECHNOLOGY

- learn about the importance of plants as sources of oxygen, food, and shelter, and the need for humans to protect plants and their habitats.
- investigate the factors that affect a structure's strength and stability, such as its shape and centre of gravity, and apply their learning as they design and build their own strong and stable structures.
- identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices.

SOCIAL STUDIES

- demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance
- demonstrate an understanding of equality, human dignity and justice
- examine the rights and responsibilities of citizens in a democracy
- demonstrate an understanding of how citizens participate in public decision making
- identify some characteristics that all humans share
- identify the similarities and differences in the ways cultures meet human needs and wants
- distinguish between needs and wants
- give examples of paid and unpaid work
- give examples of economic decisions made by individuals and families
- recognize and describe examples of interactions among people, technology and the environment
- demonstrate an understanding of the concept of sustainability
- plan and evaluate age appropriate actions to support peace and sustainability in our interdependent world

CONVENTION ARTICLES

LINKS TO GLOBAL CONCEPTS

INTER-DEPENDENCE	IMAGES AND PERCEPTIONS	SOCIAL JUSTICE	CONFLICT AND CONFLICT RESOLUTION	CHANGE AND THE FUTURE	HUMAN RIGHTS
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12, 13, 17, 19, 14, 28, 29

✓		✓		✓	✓
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2, 3, 12, 13, 14, 15, 17, 19, 30, 42

✓	✓	✓	✓	✓	✓
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