

Canada  
Unit Organizer

Third Grade  
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**Core Knowledge Objectives:** The students will be able to

- Locate Canada on a map
- Identify major cities: Vancouver, Victoria, Montreal, Quebec, and Toronto
- Identify provinces and territories
- Locate major bodies of water: Yukon River, St. Lawrence River, Hudson Bay
- Locate the Rocky Mountains
- Understand that the western portion of Canada primarily speaks English while Quebec speaks French.
- Understand Canada's British and French heritage

## **Colorado State Standards**

### Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- write letters, expository paragraphs, and summaries
- organize their speaking and writing
- choosing vocabulary that communicates their messages clearly and precisely
- revising and editing writing
- creating readable documents with legible handwriting or word processing at the appropriate time.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- know and use correct grammar in speaking and writing
- apply correct usage in speaking and writing
- use correct sentence structure in writing
- use correct punctuation, capitalization, and spelling

Standard 5: Students read and locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- using organizational features of printed text
- taking notes, outlining, and identifying main ideas in resource materials
- sorting information as it relates to a specific topic or purpose

## History

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

- Students will be able to create time lines that show people and events

Standard 2: Students know how to use the processes and resources of historical inquiry.

- ask and answer questions about the past
- gather historical data
- identifying the main idea in a source of historical information

Standard 3: Students understand that societies are diverse and have changed over time.

- describe the history, interactions, and contributions of various peoples and cultures
- recognizing that there are cultures around the world

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

- describing different systems of exchange that can be used (barter, money)

Standard 5: Students understand political institutions and theories that have developed and changed over time.

- giving examples of different heads of government

## Geography

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

- describing similarities and differences and patterns of change in regions
- identifying ways in which different people view and relate to places and regions

Standard 3: Students understand how physical processes shape Earth's surface patterns and systems.

- identifying the components of Earth's physical systems and their characteristics
- explaining how Earth-Sun relationships shape climate and vegetation patterns

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- identifying the characteristics of populations
- identifying the causes of human migration
- identifying how elements of culture affect the ways in which people live
- describing economic networks used in daily life
- identifying the factors that affect where people settle

Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

- describing how places and environments may have influenced people and events over time

### **Habits of Mind**

- Understand the significance of the past to their own lives and society
- Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness"
- Acquire a comprehension of diverse cultures and shared humanity
- Understand the relationship between geography and history as a matrix of time and place as a context for events

### **Thinking Framework**

- Knowledge – locate major cities, provinces and territories on a map and label
- Patterning – understand the significance the explorers John Cabot and Samuel de Champlain played in the founding of Canada by the English and the French

### **Possible Activities**

- Reading about Canada in *Pearson's History & Geography*
- Locate provinces, bodies of water, territory, and major cities using an atlas
- Label a map of Canada

### **Possible Assessments**

- Test locations of provinces, bodies of water, territories, and major cities