

Appendix F Curriculum Correlation Chart

Specific Outcomes for Grade 3								
3.1 Communities in the World								
Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
VALUES AND ATTITUDES								
3.1.1 appreciate similarities and differences among people and communities: <ul style="list-style-type: none"> demonstrate an awareness of and interest in the beliefs, traditions, and customs of groups and communities other than their own (CC) 	1	Starting Up, page 3; At Home, pages 10–14, and 16; Celebrating Culture, pages 26–33; Share and Celebrate Learning, page 35	At Home, pages 8–23; What They Say, pages 24–25; Celebrating Culture, pages 28–43; What They Say, pages 44–45		We Are Similar, We Are Different		<i>See Audio Pack for appropriate music selections for all units.</i>	
	2	Services, pages 45, 47, 49, and 51; Communities, pages 58–63						
	3	Environment, pages 86, 87; Goods and Services, pages 100–101						
KNOWLEDGE AND UNDERSTANDING								
3.1.2 examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What determines quality of life? (CC) 	1	Set Up Learning Experiences (Ch. 1), page 4; At Home, pages 12–15	Quality of Life, page 6; Think About It, page 25; Show What You Know! page 26	Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)				Going to Market; Magnify Your Understanding; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Tour Tunisia with Me (all units)
	2	Services, pages 50–51; Communities, pages 58–63	Services, pages 50 and 63					
	3	Goods and Services, pages 96–97						

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Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) 	1	At Home, pages 10–17	At Home, pages 8–23	Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)				International Recipes Online; Going to Market; Magnify Your Understanding; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Tour Tunisia with Me (all units)
	2	Services, pages 46–51; Communities, pages 62–63						
	3	Goods and Services, pages 96–97						
	4	Helping Children/Staying Healthy, pages 128–129						
<ul style="list-style-type: none"> How does access to public services affect the communities (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) 	2	Services, pages 44–51; Communities, pages 62–63	Services, pages 51–62	Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)				Going to Market; Magnify Your Understanding; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts (all units)
	4	Helping Children, pages 128–129						

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<ul style="list-style-type: none"> What are the traditions, celebrations, stories, and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) 	1	Set Up Learning Experiences (Ch. 2), page 19; Celebrating Culture, pages 26–29 and 32–33	Celebrating Culture, pages 28–43; What They Say, pages 44–45	Myths and Legends; Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)			<i>See Audio Pack for appropriate music selections for all units.</i>	
	2	Communities, pages 60–63						
<ul style="list-style-type: none"> How is identity reflected in traditions, celebrations, stories, and customs in the communities? (CC, I, TCC) 	1	Set Up Learning Experiences (Ch. 2), page 19; Celebrating Culture, pages 30–33	Celebrating Culture, pages 28–43; What They Say, pages 44–45	Myths and Legends (all units)			<i>See Audio Pack for appropriate music selections for all units.</i>	
<ul style="list-style-type: none"> How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) 	2	Set Up Learning Experiences (Ch. 4), page 53; Communities, pages 56–63	Communities, pages 71–82					
<ul style="list-style-type: none"> How are decisions made in the communities? Who is responsible for making the decisions? (GC, PADM) 	2	Communities, pages 56–63	Communities, pages 71–82					
<ul style="list-style-type: none"> How do the individuals and groups in the communities maintain peace? (GC, PADM) 	2	Communities, pages 62–63	Communities, pages 71–82					
<ul style="list-style-type: none"> How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) 	2	Set Up Learning Experiences (Ch. 4), page 53; Communities, pages 56–63	Communities, pages 71–82					

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<ul style="list-style-type: none"> How is cultural diversity expressed within each community? (CC, I) 	1	Starting Up, page 3; Celebrating Culture, pages 26–33	Celebrating Culture, pages 28–43; What They Say, pages 44–45	Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)			<i>See Audio Pack for appropriate music selections for all units.</i>	International Recipes Online; Going to Market; Urban and Rural Ukraine; Ukraine: A Time of Change; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Tour Tunisia with Me (all units)
3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> Where, on a globe and/or map, are the communities in relation to Canada? (LPP) 	1	Starting Up, page 3; At Home, pages 10, 12, 14, and 32	See Where They Live, pages 4–5					Connecting with the World/People of the World/Tour Tunisia with Me (all units)
	2	Communities, page 58						
	3	Environment, pages 80, 82, 84, and 86						
	Atlas		Try This, page 175; The World, pages 192–193					
<ul style="list-style-type: none"> In what ways do the people in the communities depend on, adapt to, and change the environment in which they live and work? (ER, LPP) 	1	Starting Up, page 3; At Home, pages 14–15		Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)				International Recipes Online; Urban and Rural Ukraine; Tour Tunisia with Me (all units)
	2	Communities, pages 56–57						
	3	Set Up Learning Experiences (Ch. 5), page 69; Environment, pages 80–87	Environment, pages 92–103; Show What You Know! page 108					
	Atlas	Land and Resources, pages 80–83, 96, 98, 100, and 102						

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<ul style="list-style-type: none"> In what ways do the communities show concern for their natural environment? (GC, LPP) 	2	Communities, pages 56–57		Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)				International Recipes Online; Urban and Rural Ukraine; Tour Tunisia with Me (all units)
	3	Environment, pages 80–81 and 84–87	Environment, pages 92–104			Helping Animals in Their Environment (all)		
	4	Protecting the World We Share, pages 130–131						
<ul style="list-style-type: none"> How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) 	1	Starting Up, page 3		Wish You Were Here...Peru/Tunisia/Ukraine/India (all units)		Name This Place (all)		International Recipes Online; Urban and Rural Ukraine; Tour Tunisia with Me (all units)
	3	Environment, pages 80–87	Environment, pages 92–103					
	Atlas	Land and Resources, pages 80–83, 96, 98, 100, and 102	Land and Resources, pages 176–191					

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Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: <ul style="list-style-type: none"> What are the main goods and services produced by the communities studied (e.g., agricultural services, manufacturing activities)? (ER, GC) 	1	At Home, pages 14–15						
	3	Set Up Learning Experiences (Ch. 6), page 89; Goods and Services, pages 96–103	Goods and Services, pages 113–124; What They Say, pages 126–127					
	Atlas	Land and Resources, pages 96, 98, 100, and 102	Land and Resources, pages 178–179, 182–183, 186–187, and 190–191					
<ul style="list-style-type: none"> What goods and services do the communities import from and export to other parts of the world? (ER, GC) 	3	Set Up Learning Experiences (Ch. 6), page 89; Goods and Services, pages 96–103; Share and Celebrate, page 105	Goods and Services, pages 113–124; What They Say, pages 126–127					
	Atlas	Land and Resources, pages 96, 98, 100, and 102	Land and Resources, pages 179, 183, 187, and 191					
<ul style="list-style-type: none"> What are the main forms of technology, transportation, and communication in the communities? (ER, GC) 	1	At Home in Ukraine, pages 14–15						Camels: Built for the Desert; Indian Elephants (all units)
	3	Goods and Services, pages 96–103	Goods and Services, pages 113–124; What They Say, pages 126–127					

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3.2 Global Citizenship								
VALUES AND ATTITUDES								
3.2.1 appreciate the elements of global citizenship: <ul style="list-style-type: none"> recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) 	4	Rights, page 119; Set Up Learning Experiences (Ch. 8), page 121; A Flood in Tunisia, pages 126–127; Helping Children/Staying Healthy, pages 128–129; Helping People Get Better/Protecting the World We Share, pages 130–131; You Are a Global Citizen, pages 132–133	Being a Global Citizen, pages 148–149; A Flood in Tunisia, pages 150–152; Helping Children, pages 153–155; Staying Healthy, pages 156–158; Helping People Get Better, pages 159–161; Protecting the World We Share, pages 162–164; You Are a Global Citizen, page 165; What They Say, pages 166–167				<i>See Audio Pack for appropriate music selections.</i>	
<ul style="list-style-type: none"> respect the equality of all human beings (C, GC, I) 	1	Celebrating Culture, pages 28–33	What They Say, pages 44–45		We Are Similar, We Are Different	.	<i>See Audio Pack for appropriate music selections for all units.</i>	

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	4	Rights, pages 116–119; A Flood in Tunisia, pages 126–127; Helping Children/ Staying Healthy, pages 128–129; Helping People Get Better, pages 130–131; You Are a Global Citizen, pages 132–133	Rights, pages 132–133 and 135–146; Being a Global Citizen, pages 148–149; A Flood in Tunisia, pages 150–152; Helping Children, pages 153–155; Staying Healthy, pages 156–158; Helping People Get Better, pages 159–161; Protecting the World We Share, pages 162–164; You Are a Global Citizen, page 165; What They Say, pages 166–167		We Are Citizens of the World			
KNOWLEDGE AND UNDERSTANDING								
3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry: • How are the rights, responsibilities, and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)	2	Set Up Learning Experiences (Ch. 4), page 53					<i>See Audio Pack for appropriate music selections for all units.</i>	
	4	Set Up Learning Experiences (Ch. 7), page 109; Rights, pages 116–119	Rights, pages 133 and 135–146; Being a Global Citizen, pages 148–149; You Are a Global Citizen, page 165		We Are Citizens of the World			

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Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> What are some environmental concerns that Canada and communities around the world share? (ER, GC) 	2	Communities, pages 56–57						
	3	Environment, pages 82–83 and 87	People and the Environment, pages 88–91; Caring for the Environment, page 104					
	4	Rights, pages 116–119; Helping People Get Better/Protecting the World We Share, pages 130–131						
<ul style="list-style-type: none"> In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) 	3	Environment, page 87						
	4	Rights, pages 117 and 119; A Flood in Tunisia, pages 126–127; Helping Children/Staying Healthy, pages 128–129; Helping People Get Better/Protecting the World We Share, pages 130–131; You Are a Global Citizen, pages 132–133	Being a Global Citizen, pages 148–149; A Flood in Tunisia, pages 150–152; Helping Children, pages 153–155; Staying Healthy, pages 156–158; Helping People Get Better, pages 159–161; Protecting the World We Share, pages 162–164; You Are a Global Citizen, page 165; What They Say, pages 166–167			Contributing to the World (all); Organizations That Help (all)	<i>See Audio Pack for appropriate music selections.</i>	

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Specific Outcome <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) 	2	Communities, page 59						
	4	Rights, page 119; Set Up Learning Experiences (Ch. 8), pages 121–122; A Flood in Tunisia, pages 126–127; Helping Children/Staying Healthy, pages 128–129; Protecting the World We Share, pages 130–131	Being a Global Citizen, pages 148–149; A Flood in Tunisia, pages 150–152; Helping Children, pages 153–155; Staying Healthy, pages 156–158; Helping People Get Better, pages 159–161; Protecting the World We Share, pages 162–164			Organizations That Help (all)		
<ul style="list-style-type: none"> What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières [Doctors Without Borders])? (C, GC) 	2	Communities, page 59						
	4	Rights, page 119; Set Up Learning Experiences (Ch. 8), pages 121–122; A Flood in Tunisia, pages 126–127; Helping Children/Staying Healthy, pages 128–129; Protecting the World We Share, pages 130–131; You Are a Global Citizen, pages 132–133	How the Red Cross Began, page 151; How Free the Children Began, page 154; Doctors Without Borders, page 160; The World Wildlife Fund, page 163			Organizations That Help (all)		

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<ul style="list-style-type: none"> What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM) 	4	Rights, page 119; Set Up Learning Experiences (Ch. 8), page 121; Helping Children/Staying Healthy, pages 128–129; You Are a Global Citizen, pages 132–133	Rights, pages 135–145; Being a Global Citizen, pages 148–149; Arctic Council, page 152; La Francophonie, page 155; How UNICEF Began, page 157; The OAS, page 161					

Skills and Processes for Grade 3

Skill/Process <i>Students will:</i>								
DIMENSIONS OF THINKING								
3.S.1 develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> evaluate ideas and information from different points of view 	2	Services, pages 50–51	Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85	Myths and Legends; Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)	Research and Share (all units)			Tour Tunisia with Me (all units)
	3	Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	Set Up Learning Experiences (Ch. 7), page 109; Rights, pages 116–119; Helping Children/Staying Healthy, page 129	Skill Power: Learn About Point of View, page 134					

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<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> choose and justify a course of action 	2		Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, pages 85 and 87; Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
<ul style="list-style-type: none"> generate original ideas and strategies in individual and group activities 	1					Name This Place (1 of 4)		
	2	Services, page 49; Communities, pages 56–57	Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					Tour Tunisia with Me (all units)
	3	Environment, page 85	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105			Helping Animals in Their Environment (4 of 4)		
	4	Helping Children/Staying Healthy, page 129				Contributing to the World (4 of 4); Organizations That Help (4 of 6)		
<ul style="list-style-type: none"> compare and contrast information from similar types of electronic sources, such as information collected on the Internet 	3	Share and Celebrate, page 105			Research and Share (all units)			Urban and Rural Ukraine; Tour Tunisia with Me (all units)
	4		Try This, page 156					

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
3.S.2 develop skills of historical thinking: <ul style="list-style-type: none"> correctly apply terms related to time, including past, present, future arrange events, facts, and/or ideas in sequence 	1	Celebrating Culture, pages 26–33	Think About It, page 29	Myths and Legends; Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)				Camels: Built for the Desert; Ukraine: A Time of Change; Tour Tunisia with Me (all units)
	2	Services, page 49	Try This, page 76	Myths and Legends; Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)				Camels: Built for the Desert; Ukraine: A Time of Change (all units)
3.S.3 develop skills of geographic thinking: <ul style="list-style-type: none"> create and use a simple map to locate communities studied in the world 	1	Starting Up, page 3; At Home, pages 10, 12, 14, and 16; Celebrating Culture, pages 26, 28, and 32	See Where They Live, pages 4–5	Wish You Were Here ... Peru/Tunisia/Ukraine/India (all units)				Connecting with the World (all units)
	2	Communities, pages 58–59						
	3	Environment, pages 81, 83, 85, and 87	Show What You Know!, page 129					
	Atlas	Land and Resources, pages 80–81, 98, 100, and 102						
<ul style="list-style-type: none"> use cardinal and intermediate directions to locate places on maps and globes 	1	At Home in Ukraine, page 14	See Where They Live, pages 4–5					Connecting with the World (all units)
	3	Environment, page 80						
	Atlas		Try This, page 173					

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Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> apply the concept of relative location to determine locations of people and places 	1	Starting Up, page 3; At Home, pages 10, 12, 14, and 16; Celebrating Culture, page 26	See Where They Live, pages 4–5					Connecting with the World (all units)
	3	Environment, pages 80–82, 84, and 86; Goods and Services, page 99						
	Atlas		Try This, page 174					
<ul style="list-style-type: none"> apply the terms hemisphere, poles, equator 	1	At Home, pages 10, 12, and 14		Wish You Were Here ... Peru				Connecting with the World (all units)
	3	Environment, pages 82 and 84						
	Atlas		Try This, page 175					
3.S.4 demonstrate skills of decision making and problem solving: <ul style="list-style-type: none"> apply new ideas and strategies to contribute to decision making and problem solving 	1	Celebrating Culture, page 29						
	2	Communities, page 63	Skill Power: Learn About Concept Maps, page 66; Show What You Know! page 67; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					

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	3	Environment, page 87	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105; Skill Power: Learn About Cause and Effect, page 128					
	4	Rights, page 119; Being a Global Citizen, Helping Children/Staying Healthy/You Are a Global Citizen, page 129	Skill Power: Learn About Point of View, page 134; Skill Power: Problem Solving, page 168; Show What You Know! page 169					
<ul style="list-style-type: none"> support proposed ideas, strategies, and opinions with facts and reasons 	2	Services, page 51; Communities, page 63	Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85		Research and Share (all units)			Going to Market (all units)
	3	Environment, page 87; Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	Rights, page 119; A Flood in Tunisia, page 127; Helping Children/Staying Healthy/You Are a Global Citizen, page 129	Skill Power: Problem Solving, page 168; Show What You Know! page 169					

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<ul style="list-style-type: none"> collaborate with others to devise strategies for dealing with problems and issues 	1	Celebrating Culture, page 29						
	2		Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 87; Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105			Helping Animals in Their Environment (4 of 4)		
	4	Rights, page 119; Helping Children/ Staying Healthy, page 129; You Are a Global Citizen, page 133	Skill Power: Problem Solving, page 168; Show What You Know! page 169			Contributing to the World (4 of 4)		
<ul style="list-style-type: none"> use technology to organize and display data in a problem-solving context 	1	Set Up Learning Experiences (Ch. 1), page 4	Try This, page 42; Look What You Have Learned! page 48		Research and Share (all units)			Going to Market (all units)
	3	Environment, pages 83 and 87; Goods and Services, page 99						
	Atlas	Land and Resources, page 83						

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SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE								
3.S.5 demonstrate skills of cooperation, conflict resolution, and consensus building: <ul style="list-style-type: none"> demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate 	1	Celebrating Culture, pages 28–29; Share and Celebrate Learning, page 35						
	2	Services, page 49	Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 83; Goods and Services, page 99	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	Helping Children/Staying Healthy, page 129	Show What You Know, page 169					
<ul style="list-style-type: none"> demonstrate willingness to seek consensus among members of a work group 	1	Celebrating Culture, page 29; Share and Celebrate Learning, page 35						
	2		Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 85	Try This, page 91					
	4		Show What You Know!, page 169					

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<ul style="list-style-type: none"> consider the needs and points of view of others 	1				We Are Similar, We Are Different			
	2		Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 85	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	Set Up Learning Experiences (Ch. 7), page 109; Helping Children/Staying Healthy, pages 128–129	Skill Power: Learn About Point of View, page 134; Show What You Know!, page 169		We Are Citizens of the World			

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<ul style="list-style-type: none"> • work and play in harmony with others to create a safe and caring environment 	1	At Home, pages 16–17; Celebrating Culture, page 27; Share and Celebrate Learning, page 35			We Are Similar, We Are Different			
	2	Services, page 49	Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 85; Goods and Services, page 99	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	Helping Children, page 129	Skill Power: Learn About Point of View, page 134; Show What You Know!, page 169		We Are Citizens of the World			
<ul style="list-style-type: none"> ➤ share information collected from electronic sources to add to a group task 	2	Services, page 49			Research and Share (all units)			
	3	Environment, page 83; Goods and Services, page 99						
	4		Try This, page 156					

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Appendix F Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: <ul style="list-style-type: none"> • participate in projects that improve or meet the particular needs of their school or community 	2	Communities, p. 57	Show What You Know! page 85					
	3	Share and Celebrate, page 105						
	4	Helping Children/Staying Healthy, page 129; Share and Celebrate, page 135			We Are Citizens of the World			
RESEARCH FOR DELIBRATIVE INQUIRY								
3.S.7 apply the research process:	1	Set Up Learning Experiences (Ch. 1), page 4; At Home, pages 11, 13, 15, and 17; Celebrating Culture, pages 27 and 33						
	2	Services, pages 45 and 49; Communities, pages 59 and 63						
	3	Environment, pages 81 and 83; Goods and Services, page 99						
	4	Helping People Get Better/Protecting the World We Share, page 131; Share and Celebrate, page 135						
	Atlas	Land and Resources, page 87						

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
<ul style="list-style-type: none"> make connections between cause-and-effect relationships from information gathered from varied sources 	3	Goods and Services, page 103	Skill Power: Learn About Cause and Effect, page 128					Tour Tunisia with Me (all units)
	4	Rights, page 119; A Flood in Tunisia, page 127						
<ul style="list-style-type: none"> evaluate whether information supports an issue or a research question 	3		Skill Power: Learn About Facing Challenges, page 105		Research and Share (all units)			Going to Market; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants; Tour Tunisia with Me (all units)
	4	Rights, pages 117 and 119	Skill Power: Problem Solving, page 168; Show What You Know!, page 169					
<ul style="list-style-type: none"> develop questions that reflect a personal information need 	1	Set Up Learning Experiences (Ch. 1), page 4	Skill Power: Ask Questions, page 7		Research and Share (all units)			Going to Market; Tour Tunisia with Me (all units)
	2	Set Up Learning Experiences (Ch. 3), page 39						
	4	A Flood in Tunisia, page 127						

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ follow a plan to complete an inquiry	1		Try This, page 7; Try This, page 38; Try This, page 42; Skill Power: Take Jot Notes, page 46		Research and Share (all units)			Going to Market; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants (all units)
	2		Try This, page 59; Skill Power: Learn About Concept Maps, page 66; Try This, page 73; Look What You Have Learned! page 86					
	3	Goods and Services, page 99	Try This, page 89; Try This, page 111					
	4	Rights and Responsibilities, page 117	Try This, page 146; Try This, page 156; Try This, page 161; Skill Power: Problem Solving, page 168; Show What You Know! page 169					
	Atlas	Land and Resources, page 83						

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Appendix F Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ access and retrieve appropriate information from electronic sources for a specific inquiry	1	Celebrating Culture, page 27; Share and Celebrate Learning, page 35	Try This, page 42; Skill Power: Take Jot Notes, page 46			Name This Place (4 of 4)		Going to Market; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants; Tour Tunisia with Me
	2	Services, page 47	Try This, page 73					
	3	Environment, page 81; Goods and Services, page 99				Helping Animals in Their Environment (1 of 4, 2 of 4, 3 of 4)		
	4	Being a Global Citizen, pages 127 and 131	Try This, page 156			Contributing to the World (1 of 4, 2 of 4, 3 of 4); Organizations That Help (all)		

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ navigate within a document, compact disc, or other software program that contains links	1	At Home, page 15; Celebrating Culture, page 27; Share and Celebrate Learning, page 35	Try This, page 42; Skill Power: Take Jot Notes, page 46			Name This Place (4 of 4)		Connecting with the World; People of the World; Going to Market; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants; Tour Tunisia with Me (all units)
	2	Services, page 47	Try This, page 73					
	3	Environment, pages 83 and 85; Goods and Services, page 99				Helping Animals in Their Environment (1 of 4, 2 of 4, 3 of 4)		
	4	Rights, page 119; A Flood in Tunisia, page 127; Helping People Get Better/Protecting the World We Share, page 131	Try This, page 156			Contributing to the World (1 of 4, 2 of 4, 3 of 4); Organizations That Help (all)		

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ organize information from more than one source	1	At Home, page 15	Try This, page 42; Skill Power: Take Jot Notes, page 46		Research and Share (all units)			Going to Market (all units)
	2		Try This, page 59; Try This, page 73					
	3	Environment, page 81	Skill Power: Learn About Facing Challenges, page 105					
	4		Try This, page 156					
➤ process information from more than one source to retell what has been discovered	1	Celebrating Culture, page 31	Try This, page 42; Skill Power: Take Jot Notes, page 46		Research and Share (all units)			Going to Market (all units)
	2		Try This, page 59; Try This, page 73					
	3	Environment, page 81; Goods and Services, page 99	Skill Power: Learn About Facing Challenges, page 105					
	4		Try This, page 156					

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ draw conclusions from organized information	1	At Home, page 13	Think About It, page 13; Think About It, page 25; Try This, page 42		Research and Share (all units)	Name This Place (2 of 4, 3 of 4)		Going to Market; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants; Tour Tunisia with Me (all units)
	2		Try This, page 59					
	3	Goods and Services, page 99	Skill Power: Learn About Facing Challenges, page 105; Skill Power: Learn About Cause and Effect, page 128			Helping Animals in Their Environment (1 of 4, 4 of 4)		
	4	Rights, page 117; A Flood in Tunisia, page 127	Think About It, page 132; Think About It, page 154; Skill Power: Problem Solving, page 168; Show What You Know! page 169					

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Appendix F Curriculum Correlation Chart

Skill/Process <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ make predictions based on organized information	1	Celebrating Culture, page 28	Think About It, page 25; Try This, page 33					Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; Indian Elephants; Tour Tunisia with Me (all units)
	2		Think About It, page 61					
	4	A Flood in Tunisia, page 127	Think About It, page 136					
➤ formulate new questions as research progresses	1	Set Up Learning Experiences (Ch. 1), page 4			Research and Share (all units)			Tour Tunisia with Me (all units)
	4		Problem Solving, page 168; Show What You Know! page 169					
COMMUNICATION								
3.S.8 demonstrate skills of oral, written, and visual literacy: • organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration	1	Set Up Learning Experiences (Ch. 2), page 19; Celebrating Culture, pages 29, 31, and 33; Share and Celebrate Learning, page 35	Try This, page 21; Show What You Know! page 26; Try This, page 42; Look What You Have Learned! page 48					People of the World; International Recipes Online; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Indian Elephants; Tour Tunisia with Me (all units)

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
	2	Services, pages 45, 47, and 51	Try This, page 62; Show What You Know! page 67; Look What You Have Learned! page 86					
	3	Environment, pages 81 and 83; Goods and Services, page 103; Share and Celebrate, page 105	Try This, page 89; Show What You Know! page 108; Try This, page 111; Look What You Have Learned! page 130					
	4	Rights, page 117; You Are a Global Citizen, page 133; Share and Celebrate, page 135	Show What You Know! page 147; Look What You Have Learned! page 170			Organizations That Help (2 of 6, 4 of 6)		
<ul style="list-style-type: none"> listen to others in order to understand their points of view 	2	Set Up Learning Experiences (Ch. 3), page 39	Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
	4		Skill Power: Learn About Point of View, page 134; Skill Power: Problem Solving, page 168					
<ul style="list-style-type: none"> • interact with others in a socially appropriate manner 	1	Celebrating Culture, pages 26–29						
	2		Try This, page 78; Skill Power: Learn About Making a Decision, page 84; Show What You Know! page 85					
	3	Environment, page 85; Goods and Services, page 99; Share and Celebrate, page 105	Try This, page 91; Skill Power: Learn About Facing Challenges, page 105					
	4	You Are a Global Citizen, pages 132–133				Contributing to the World (1 of 4, 2 of 4); Organizations That Help (6 of 6)		

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ create visual images for particular audiences and purposes	1	At Home, page 11; Celebrating Culture, pages 27, 29–31, and 33	Think About It, page 6; Try This, page 33; Show What You Know! page 47; Look What You Have Learned! page 48					Connecting with the World; People of the World; International Recipes Online; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Indian Elephants; Tour Tunisia with Me (all units)
	2	Services and Quality of Life, page 50	Show What You Know! page 67; Try This, page 76					
	3	Goods and Services, page 103; Share and Celebrate, page 105	Try This, page 89; Show What You Know! page 129			Helping Animals in Their Environment (2 of 4)		
	4	Rights, page 119; Helping People Get Better, page 131	Show What You Know! page 147			Contributing to the World (1 of 4, 4 of 4); Organizations That Help (1 of 6, 2 of 6, 4 of 6, 5 of 6)		

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Appendix F Curriculum Correlation Chart

<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
➤ Use technology to support and present conclusions	1	Set Up Learning Experiences (Ch. 1), page 4	Try This, page 42; Look What You Have Learned! page 48					Connecting with the World; People of the World; International Recipes Online; Magnify Your Understanding; Camels: Built for the Desert; From Carhuanca to Ayacucho; India: A Nation of Contrasts; Indian Elephants; Tour Tunisia with Me (all units)
	3	Environment, pages 81, 83, and 87; Goods and Services, page 103; Share and Celebrate, page 105						
	4		Try This, page 156					

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<u>Skill/Process</u> <i>Students will:</i>	Unit	Teacher Resource/Teaching Plan	Textbook	Discovery Books	Posters	Photo Cards	Audio Pack Music*	Internet Research CD-ROM
3.S.9 develop skills of media literacy: • compare information on the same issue or topic from print media, television, photographs, and the Internet	1	At Home, page 15	Skill Power: Take Jot Notes, page 46					
	2		Try This, page 59; Try This, page 73					
	3	Environment, page 81; Goods and Services, page 103	Skill Power: Learn About Facing Challenges, page 105					
	4		Try This, page 156					
• identify key words from information gathered from a variety of media on a topic or issue	1		Skill Power: Take Jot Notes, page 46					
	2	Services, page 49; Communities, page 59	Try This, page 59; Skill Power: Learn About Concept Maps, page 66; Show What You Know! page 67					
	3					Helping Animals in Their Environment (2 of 4)		

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