

**Grade 3 Unit**

Grade:3

Strand: B

Grade Specific Strand Title: People and Environments: Living and Working in Ontario

Overarching Inquiry Question: \_\_\_\_\_

**Rationale:**

	Overall Expectations	Big Ideas	Framing Questions
<b>Application</b>	<b>Application: Land Use and the Environment</b> B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships; Patterns and Trends)	The natural features of the environment influence land use and the type of employment that is available in a region.	How do physical features influence the ways in which land is used?  How does the way land is used influence local communities and local jobs?
<b>Inquiry</b>	<b>Inquiry: The Impact of Land and Resource Use</b> B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use (FOCUS ON: Cause and Consequence; Perspective)	Human activities and decisions about land use may alter the environment.	What impact do human activities and different land uses have on the environment?  How can we reduce their impact?
<b>Understanding Context</b>	<b>Understanding Context: Regions and Land Use in Ontario</b> B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (FOCUS ON: Significance)	Human activities affect the environment, but the environment also affects human activities	Why do people in Ontario live where they live? Why are some jobs located where they are?
<b>Common Concepts of Social Studies Thinking</b>  *Significance    *Cause and Consequences    * Continuity and Change  *Patterns and Trends    * Interrelationships    * Perspectives		<b>Citizenship Framework</b> <input type="checkbox"/> Identity <input type="checkbox"/> Attributes <input type="checkbox"/> Structures <input type="checkbox"/> Active participation	<b>Spatial Skills Introduced</b>  Maps and Globes:  Graphing:

**Links to Prior Knowledge:**

**Learning Goals for the Unit**