

# **3<sup>rd</sup> Grade Social Studies**

## **Pacing Guide and Unpacked Standards**



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Resources: School District U-46, of Chicago, IL, The Ohio Department of Education,  
Columbus City Schools, Common Core Institute and North Carolina Department of Public Instruction.

We would like to thank the teachers of GMLSD that provided feedback and support.

# Groveport Madison Social Studies Pacing Guide

## Theme: Communities: Past & Present, Near & Far

<b>3</b>	<b>History</b>	<b>Geography</b>	<b>Government</b>	<b>Economics</b>
<b>1st 9 wks</b>	<u><b>Historical Thinking &amp; Skills</b></u> H.1 Timelines	<u><b>Spatial Thinking &amp; Skills</b></u> GE.4 Map skills  <u><b>Places &amp; Regions</b></u> GE.5 Agriculture, industry & natural resources  <u><b>Human Systems</b></u> GE.6 Human changes to environment GE.7 Transportation & communication GE.8 Cultural groups	<u><b>Rules &amp; Laws</b></u> GO.11 Laws in the community	
<b>2nd 9 wks</b>	<u><b>Historical Thinking &amp; Skills</b></u> H.1 Timelines H.2 Sources show change  <u><b>Heritage</b></u> H.3 Communities change over time	<u><b>Human Systems</b></u> GE.6 Human changes to environment		
<b>3rd 9 wks</b>			<u><b>Roles &amp; Systems of Government</b></u> GO.12 Government enforces laws GO.13 Structures of local governments  <u><b>Civic Participation and Skills</b></u> GO.9 Social & political responsibilities GO.10 Community common good	
<b>4th 9 wks</b>				<u><b>Economic Decision Making &amp; Skills</b></u> EC.14 Line graphs EC.15 Incentives  <u><b>Scarcity</b></u> EC.16 Opportunity cost  <u><b>Production &amp; Consumption</b></u> EC.17 Consumer & producer  <u><b>Markets</b></u> EC.18 Goods & services  <u><b>Financial Literacy</b></u> EC.19 Decision making EC.20 Budget

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.HI.1**

Events in local history can be shown on timelines organized by years, decades and centuries.

### Essential Understanding

- Timelines and intervals
- Sequential order

### Extended Understanding

- Chronological order

### Vocabulary

- years
- decades
- centuries
- chronological order
- sequential order

### Essential Skills

- The student can place events accurately on a timeline organized by years, decades and centuries.
- The student can define year, decade, and century.
- The student can explain the purpose of a timeline.
- The student can differentiate between units of time (years, decades, centuries).
- The student can recognize sequential order of events in local history.
- The student can list events in historical order.
- The student can place events on a timeline.
- The student can arrange events from a timeline in order.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order (in order of time of occurrence) by placing these events in sequential order on a timeline.
- Create a timeline from establishment of the local community to present. Allow space for specific events in each decade. Students can describe and illustrate each event on the timeline.
- Insert an event or date from local history into proper position on an interactive whiteboard timeline.
- Group students into cooperative learning groups.
- Allow students to choose from a variety of assessment formats.

## Sample Question Stems and Performance Tasks

- Using a timeline as a reference, give the order in which events happened (first, second, third, etc.).
- (Insert local historical event here) occurred in (insert year here). Where on the timeline does this event belong?
- Drag and drop the events listed into the appropriate places on a timeline.
- Describe a scenario that would span over decades, over centuries, or over years.

### Prior Knowledge

**2.HI.1** Time can be shown graphically on calendars and timelines.

### Future Knowledge

**4.HI.1** The order of significant events in Ohio and the United States can be shown on a timeline.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.HI.2**

**Primary and secondary sources  
can be used to show change  
over time.**

### **Essential Understanding**

- Primary sources
- Locate sources
- Evaluate information

### **Extended Understanding**

- Concept of change over time
- Justify categorization as primary source

### **Vocabulary**

- primary sources
- artifacts
- architecture
- physical features
- employment
- recreation

### **Essential Skills**

- The student can use artifacts, maps and photographs to evaluate change in the local community.
- The student can define primary source and artifact.
- The student can identify primary sources like artifacts, maps and photographs that might be connected with the local community.
- The student can identify different types of primary sources.
- The student can describe a change using two or more primary sources.
- The student can compare characteristics of a community over time, using two or more primary sources.
- The student can determine whether a source is primary.
- The student can evaluate information from primary sources.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Primary sources are first introduced to students in grade three. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. At this level, students learn to locate and use primary sources like artifacts, maps and photographs.
- An artifact is a material object of a culture such as a tool, an article of clothing or a prepared food. As students examine artifacts, maps and photographs from the local community, they begin to understand the concept of change over time. Change may be observed in: businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation.
- Students evaluate photos, artifacts and maps from the local community that illustrate change over time. The teacher can use/create artifact baskets or bins with pictures, articles, etc. related to particular topics (e.g., Native Americans, pioneers, Amish communities). Have students identify and describe the changes with regard to various characteristics of the community listed in the content elaborations (businesses, architecture, physical features, employment, education, transportation, technology, religion and recreation).
- Students use artifacts, maps and photographs to write and illustrate a *Then and Now Book* related to specific topics (e.g., 1800s classroom, grocery items, housing, jobs).

### Sample Question Stems and Performance Tasks

- Compare a variety of sources, Which source would be considered a primary source about\_\_\_\_\_?
- What primary sources might be useful if you wanted to compare transportation (or another characteristic) over time in Columbus?
- Given two primary sources, compare and contrast the architecture (or another characteristic) evident in both.

#### Prior Knowledge

**2.HI.2** Change over time can be shown with artifacts, maps, and photographs.

#### Future Knowledge

**4.HI.2** Primary and secondary sources can be used to create historical narratives.

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

**3.HI.3**

**Local communities change over time.**

#### **Essential Understanding**

- Process of research, analysis, organization and presentation of historical information
- Visible changes over time in the local community

#### **Extended Understanding**

- Less obvious changes/effects over time in the community

#### **Vocabulary**

- primary sources
- community
- architecture
- physical features
- employment
- recreation

#### **Essential Skills**

- The student can research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.
- The student can describe a change in a characteristic of the local community based on two or more primary sources.
- The student can organize information in a logical, sequential order.
- The student can locate information about a specific community characteristic.
- The student can compare characteristics of a community over time, using two or more primary sources.
- The student can evaluate information from primary sources.
- The student can create a presentation based on research specific to one of the community's characteristics.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- As students examine primary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government. Characteristics for analysis include architecture, business, physical features, employment, education, transportation, technology, religion and recreation.
- Students interview grandparents or older residents of the local community to learn about how life has changed over time. If resources are available, students can video or audiotape their interviews and present to the class.
- Students research information on a specific period in the past and assume the role of a community member during that time to complete a RAFT activity. For example: R=Role: 1800s farmer; A=Audience: family in Germany; F=Format: letter; T=Topic: farming in Ohio. Other roles from this time period might include a homemaker, local businessperson, schoolteacher, Moravian missionary or young child.

## Sample Question Stems and Performance Tasks

- Which source would be considered a primary source about \_\_\_\_?
- What primary sources might be useful if you wanted to compare transportation (or another characteristic) over time in Columbus?
- Given the two following primary sources, compare the architecture (or another characteristic) evident in both.
- Explain the change in Columbus over time, since its founding, specific to transportation (or another characteristic that you researched). Be sure to include evidence from primary sources from at least three different periods of time.

### Prior Knowledge

**2.HI.3** Science and technology have changed daily life.

### Future Knowledge

**2.HI.3** Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.



## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

#### 3.GE.4

Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

#### Essential Understanding

- Types of maps
- Purposes of different maps
- Using maps to locate places

#### Extended Understanding

- Maps as representation of communities

#### Vocabulary

- physical maps
- political maps
- cardinal directions
- alphanumeric grid
- landmarks

#### Essential Skills

- The student can describe characteristics of physical and political maps and identify the purpose for each.
- The student can use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.
- The student can describe a physical map and explain its purpose.
- The student can describe a political map and explain its purpose.
- The student can identify components on a map, including title, key, alphanumeric grid and cardinal directions.
- The student can identify boundaries, towns, and other human features on a political map.
- The student can identify physical features like elevation or landforms on a physical map.
- The student can utilize an alphanumeric grid.
- The student can use the components of a map to locate places.
- The student can categorize a map as political or physical.
- The student can justify why a map should be labeled as political or physical.

## **Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- Political maps show boundaries, towns and other human features while physical maps show physical features like elevation or landforms. Third- grade students can find the cardinal directions (NSEW) on a map. Intermediate directions (NE, NW, SE and SW) are introduced in grade four. The use of an alphanumeric grid at this level prepares students for latitude and longitude in grade five social studies and graphing skills in mathematics. Third-grade students can use maps of the local community to find landmarks and other familiar places. When students say that the park is on the north side of Main Street, they demonstrate an understanding of relative location. If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location.
- Have students draw an alphanumeric grid on the playground and then give them coordinates at which to stand. (This activity can be done indoors, using masking tape on the floor for the grid.)
- Use a county map to find familiar streets, landmarks and other features. Have students answer basic questions about location.
- After the teacher models the components of physical and political maps, the students design their own island on a map that includes a title, key, alphanumeric grid and cardinal directions.
- Use cooperative groupings for work with maps.

## **Sample Question Stems and Performance Tasks**

- Explain the difference between a physical map and a political map.
- Describe the location of the police station in relation to the church (for example, northeast, 2 blocks west)
- What makes a map political or physical? Explain how you can tell.

**Prior Knowledge**

**2.GE.5** Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

**Future Knowledge**

**4.GE.9** Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

**3.GE.5**

Daily life is influenced by the agriculture, industry and natural resources in different communities.

**Essential Understanding**

- Outside influences on daily life
- Observations and inferences
- Compare and contrast
- Cause and effect

**Extended Understanding**

- External influences on agriculture, industry, and natural resources
- Supply and demand

**Vocabulary**

- agriculture
- industry
- natural resources

**Essential Skills**

- The student can evaluate the influence of agriculture, industry and natural resources on daily life.
- The student can interpret artifacts and photographs from the past and present, and places near and far.
- The student can make inferences about the influence of agriculture, industry and natural resources on daily life.
- The student can make comparisons about these influences on daily life between communities, or between past and present.
- The student can determine the cause or demand that created specific characteristics of daily life in a community.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Artifacts (material objects of a culture such as a tool, an article of clothing or a prepared food) and photographs can be used to help students understand life in the local community. Students examine artifacts and photographs from the past and present, and places far and near to make inferences about the influence of agriculture, industry and natural resources on daily life.
- Students communicate with pen pals/e-pals in other communities and ask questions about agriculture, industry and natural resources. Students can collect photographs from the pen pals that show daily life in their communities. The teacher guides students to make inferences about the influence of agriculture, industry and natural resources on daily life in these communities.
- As students communicate with pen pals or e-pals in other communities, they will explore the agriculture industry and natural resources throughout their region. Guide students to recognize the influence that agriculture and natural resources have on daily life across communities. Students will generate and exchange responses with their e-pals regarding practices related to agriculture and natural resources. They will ask questions relative to the types of careers available within agriculture and natural resources, and the types of places people work (e.g., large companies, small businesses, entrepreneurs). Students will learn about the types of careers available throughout their respective communities, and compare and contrast those practices with their own community, particularly in relation to the tools, resources, and technologies available.

### Sample Question Stems and Performance Tasks

- What observations can you make from an artifact or photograph?
- From a photograph, what information can the clothing share?
- When you examine a given brochure, what appears to be the main reason why people would come/go to ?
- After looking at the advertisements, what seems to be important to people of this time?
- What can you tell about the industry of \_\_\_\_\_ from the background in a photograph?
- Why do you think \_\_\_\_\_ is such an important factor in this community?

#### Prior Knowledge

**2.GE.6** The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

#### Future Knowledge

**4.GE.10** The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

### 3.GE.6

Evidence of positive and negative human modification of the environment can be observed in the local community.

#### Essential Understanding

- How humans have modified their environment over time

#### Extended Understanding

- Positive and negative incentives and consequences to these modifications

#### Vocabulary

- modification
- environment
- community
- any vocabulary specific to local modifications (ie. dam, subdivision, interstate, herbicide)

#### Essential Skills

- The student can describe examples of human modification to the environment in the local community.
- The student can describe changes in their community caused by humans, both visible and less obvious.
- The student can compare before and after pictures of an area in their community.
- The student can identify human modifications to the environment in the daily activities (playground, sidewalks in the park, retaining wall)

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- As students go about daily activities in the community, they see numerous examples of human changes to the environment. Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides and pesticides.
- Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes.

### Sample Question Stems and Performance Tasks

- What can be considered differences in communities? What can be seen in photographs?
- In looking at two photographs (or a location presently), why do you think the property owners [or the community/city] (insert modification)?
- If (insert modification) had not occurred, how would \_\_\_\_\_ be different today?
- From the list of changes in a community, which are human modifications?

#### Prior Knowledge

**2.GE.7** Human activities alter the physical environment, both positively and negatively.

#### Future Knowledge

**4.GE.12** People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

#### 3.GE.7

**Systems of transportation and communication move people, products and ideas from place to place.**

#### Essential Understanding

- How systems of transportation and communication work

#### Extended Understanding

- Evolution of systems over time
- Interdependence of systems
- Impact and influence of these systems on

#### Vocabulary

- transportation
- communication
- products
- efficiency
- system

#### Essential Skills

- The student can describe systems of transportation used to move people and products from place to place.
- The student can describe systems of communication used to move ideas from place to place.
- The student can identify systems of transportation that are visible in the local community.
- The student can identify systems of communication that are visible in the local community.
- The student can explain how systems of transportation in the local community work.
- The student can explain how systems of communication in the local community work.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Students identify and then describe the systems of transportation used to move people and products from place to place. At this level, have students focus on systems of transportation that are visible in the local community.
- Systems of communication also move ideas and products from place to place. At this level, have students focus on systems of communication that are visible in the local community.
- Investigate systems of transportation in the local community such as wagons, bicycles, canal boats, cars, airplanes, trains, etc. Compare the speed of travel and efficiency then and now.
- Lesson Plan: Systems of Transportation and Communication\_  
<http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80532573>

## Sample Question Stems and Performance Tasks

- What is transportation?
- What are some ways that people can communicate with each other in our community?
- If I wanted to transport\_\_\_\_\_from one place to another in our community, how could I do that?
- What is\_\_\_\_\_(insert local transportation system – bus, train, etc.)?

### Prior Knowledge

**2.GE.8** Cultures develop in unique ways, in part through the influence of the physical environment.

### Future Knowledge

**4.GE.14** Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.GE.8**

**Communities may include diverse cultural groups.**

**Essential Understanding**

- The role of diversity in the local community

**Extended Understanding**

- The impact and influence of diverse groups on the community and vice

**Vocabulary**

- culture
- race
- origin
- ethnicity
- diversity

**Essential Skills**

- The student can compare cultural products and practices of different groups who live in the local community.
- The student can define diversity.
- The student can cite evidence of diversity in the local community.
- The student can identify different groups in the local community.
- The student can describe cultural practices and products of various groups of people living in the local community.
- The student can investigate forms of artistic expression, religion, language and food of each of the groups.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A cultural group is a group of people who share one or more unique characteristics such as race, national origin and ethnicity. Have students explore the cultural practices and products of various groups of people living in the local community, investigating forms of artistic expression, religion, language and food.
- Communities are characterized by varying levels of diversity. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four. Note: Culture is a sensitive topic. Teachers and children should respect and honor diversity among cultural groups.
- Bring in speakers from the different cultures represented in the community to discuss practices and share the products of their culture.
- Create a large chart with pictures, words or phrases that depict representative cultures in the community. The children can generate the language used to complete the chart.

Latino	Music, dance, piñata	Catholic	Spanish	Burritos, tacos

### Sample Question Stems and Performance Tasks

- How is diversity reflected in your local community?
- Discuss some of the different groups of people who live in your community.
- What are some characteristics that groups in your community have in common? How are they different?
- What is diversity?

#### Prior Knowledge

**2.GE.9** Interactions among cultures lead to sharing ways of life.

#### Future Knowledge

**4.GE.13** The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

### 3.GO.9

**Members of local communities have rights and responsibilities.**

#### **Essential Understanding**

- Responsible citizenship in the local community

#### **Extended Understanding**

- Rights and participation of citizens
- Citizenship responsibilities at the state and national levels

#### **Vocabulary**

- social responsibilities
- political responsibilities
- taxes
- citizenship
- voting
- democracy

#### **Essential Skills**

- The student can explain the social and political responsibilities of local community members.
- The student can identify and define social responsibilities in the local community.
- The student can identify and define political responsibilities in the local community.
- The student can explain why responsibilities help preserve our democracy.

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Local community members have social and political responsibilities that are important for preserving our democracy. Social and political responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting and obeying laws. An understanding of the social and political responsibilities of citizenship is very important to the concept of the common good (the interest or well-being of the whole community) in Content Statement 10.
- To model the voting process for students, create a classroom community where issues are decided by vote.

### Sample Question Stems and Performance Tasks

- Give examples of social responsibilities.
- How are you fulfilling your social or political responsibilities in your school and/or local community?
- What would be the result if people did not fulfill their social responsibility?

#### Prior Knowledge

**2.GO.10** Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

#### Future Knowledge

**4.GO.15** Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.GO.10**

Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

### Essential Understanding

- How problems in the community can be solved

### Extended Understanding

- Individuals or groups working together to solve large-scale issues

### Vocabulary

- common good
- citizenship traits
- civility
- compromise
- volunteerism
- compassion
- persistence
- civic-mindedness

### Essential Skills

- The student can explain how individuals make the community a better place by solving problems in a way that promotes the common good.
- The student can describe the problem-solving process.
- The student can identify citizenship traits.
- The student can discuss examples of how individuals solve problems in their community.
- The student can explain the concept of common good.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- There are a variety of ways individuals help solve problems to make the community a better place for everyone including: working to preserve the environment; helping the homeless; restoring houses in low-income areas; supporting education; planning community events; starting a business; and understanding differences.
- Individuals participate effectively in the community when they exhibit citizenship traits such as: civility; respect for the rights and dignity of each person; volunteerism; compromise; compassion; persistence in achieving goals; and civic-mindedness.
- The problem-solving process involves: identifying the problem; gathering information; listing and considering options; considering advantages and disadvantages of options; and choosing and implementing a solution.
- Have students model promoting the common good by helping other students in their class or in the lower grades (e.g., tutoring, reading aloud).
- Have the children research a problem or issue in the school. Ask students to design and implement a program or strategy to remedy the problem.

## Sample Question Stems and Performance Tasks

- Identify a problem in your community. What are some things that could be done to address the problem?
- What promotes the common good of the community and how?

### Prior Knowledge

**2.GO.11** Groups are accountable for choices they make and actions they take.

### Future Knowledge

**4.GO.16-17** Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

#### 3.GO.11

Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

#### Essential Understanding

- Importance of laws

#### Extended Understanding

- Large-scale impact of people following or not following the laws

#### Vocabulary

- laws
- consequences
- benefits
- order
- security
- public services

#### Essential Skills

- The student can explain how laws affect the behavior of individuals and groups in a community.
- The student can explain the benefits of having laws in a local community.
- The student can define laws and explain their purpose.
- The student can identify several examples of laws in the local community.
- The student can tell whether a law applies to an individual or group.
- The student can explain consequences a person might face if they don't follow a specific law.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Laws are rules established by the government authority to describe how people are expected to behave.
- Laws provide safety, security and orderliness in the daily life of a community.
- Laws apply to both individuals and groups. For example: individuals – each driver is responsible for abiding by the speed limit when driving; groups – a parade permit issued by the government is necessary for a group of people to hold a parade.
- There are consequences for not obeying the laws.
- Draft a classroom contract to establish rules and responsibilities within the classroom. Help students make connections between the rules in the classroom and the need for laws in the local community.

## Sample Question Stems and Performance Tasks

- Give two examples of rules in our school and explain why we need to have those rules.
- What are some laws in our community? Describe what might happen if we didn't have one of those laws.
- Compare the laws that are for groups and the laws that are for individuals.
- Read a story or passage. How was having a rule in place important in the story? What might have happened otherwise?

### Prior Knowledge

**2.GO.12** There are different rules and laws that govern behavior in different settings.

### Future Knowledge

**4.GO.18** Laws can protect rights, provide benefits and assign responsibilities.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.GO.12**

**Governments have authority  
to make and enforce laws.**

### **Essential Understanding**

- Role of local government in making and enforcing laws

### **Extended Understanding**

- Broader role of government in the area of laws
- Citizens' participation in the area of local laws

### **Vocabulary**

- government
- authority
- enforce
- order
- security
- public services
- consequences

### **Essential Skills**

- The student can explain why governments have authority to make and enforce laws.
- The student can identify local laws that provide safety and security.
- The student can explain the need for having laws.
- The student can explain the need for enforcement of laws.
- The student can explain the need for consequences of not obeying the laws.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights. At this level, rights should focus on being safe and secure. Students will examine First Amendment rights in grade 4.
- Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).
- Governments have the authority to change laws as necessary.
- Invite a local elected official and a law enforcement officer to speak with students. Work with students before their visits to draft questions that relate to the process of making and enforcing laws in the local community and why governments have that authority.

## Sample Question Stems and Performance Tasks

- Brainstorm examples of rules or laws that keep people safe or secure?
- In a recent story, how would the main character's actions have changed if there had been no consequences?
- Who in our community (class, school, local, etc.) is responsible for enforcing the rules/laws? Why do we need them to do this?
- Give an example of and discuss a time when it might be necessary to create a new law or change an existing one.

### Prior Knowledge

**Second Grade: N/A**

### Future Knowledge

**4.GO.20-21** A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

**3.GO.13**

The structure of local governments may differ from one community to another.

#### Essential Understanding

- Framework of local government

#### Extended Understanding

- Interdependence of the government structure

#### Vocabulary

- structure
- government
- municipal
- county
- township

#### Essential Skills

- The student can explain the structure of the local government.
- The student can list the types of local government.
- The student can recognize that their local government may be different from another community.
- The student can identify characteristics of the different types of local government in Ohio.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Local governments in Ohio vary according to the way they are structured. At present, Ohio has more than 3,600 separate local government units. There are four types of local government in Ohio: municipal, county, township and special. Students at this level should be familiar with the organization of their local government and understand that their local government may be unlike that of a nearby city.
- Invite local leaders to visit the classroom and talk to students about local government. Students can then email students in other communities or conduct research on the Internet to gather information and compare the way other local governments in Ohio are structured.
- State and Local Government on the Net <http://www.statelocalgov.net/state-oh.cfm> . Scroll to the bottom of the landing page for a listing of Ohio county, city and village government websites or use the search box in the upper left corner.

## Sample Question Stems and Performance Tasks

- Describe your local government. Be sure to include what form of government it is and what positions are included in the structure.
- Explain why all locations in Ohio do not have the same form of local government.

### Prior Knowledge

Second Grade: N/A

### Future Knowledge

Fourth grade: N/A

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.EC.14**

Line graphs are used to show changes in data over time.

### Essential Understanding

- Representations of change over time in a line graph

### Extended Understanding

- Methods of representing data to show change over time
- Inferencing based upon data represented in graphs

### Vocabulary

- line graph
- data
- Intervals
- x-axis
- y- axis

### Essential Skills

- The student can construct line graphs showing change over time using data related to a specific topic.
- The student can read and interpret information from a line graph.
- The student can plot data on a line graph to show change over time.
- The student can construct a line graph with an x- and a y- axis.
- The student can create a line graph to show information on a topic.
- The student can determine what intervals to use based on the data to be graphed.
- The student can explain and make inferences about the information on a line graph.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line.
- Since students already are working with timelines in grade 3, they can practice making line graphs with evenly spaced intervals (years, decades, centuries) and accurately plotted data (e.g., constructing a line graph showing changes in production of corn in Ohio from 1900 to the present).
- Show students a line graph that demonstrates change over time and explain the range or intervals being considered. Have students gather data on business and/or population growth within the local community over a designated period of time. Students work individually or in small groups to create a line graph that reflects the data and change over time.
- Each area of change could be studied as a unit. Inquiry may be planned around a unit question (e.g., How has the

## Sample Question Stems and Performance Tasks

- Explain how a line graph represents what is happening?
- Based upon the information in a line graph, what would you predict to happen next?
- What interval would be most appropriate to use based upon the information in the story?
- Construct a line graph representing the change in population in your community overtime.

### Prior Knowledge

**2.EC.13** Information displayed on bar graphs can be used to compare quantities.

### Future Knowledge

**4.EC.22** Tables and charts organize in a variety of formats to help individuals understand information and issues.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.EC.15**

**Both positive and negative incentives affect individuals' choices and behaviors.**

**Essential Understanding**

- Financial incentives

**Extended Understanding**

- Economic pros and cons, including incentives, benefits, and costs

**Vocabulary**

- positive
- negative
- economic incentive

**Essential Skills**

- The student can give examples of positive and negative incentives that affect people's choices and behaviors.
- The student can define and give examples of a positive economic incentive.
- The student can define and give examples of a negative economic incentive.
- The student can explain determine whether an economic incentive is positive or negative.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Positive economic incentives reward people financially for making certain choices and behaving in a certain way, for example: extra money for raking leaves; free toy with a meal; and allowance for doing chores at home.
- Negative economic incentives penalize people financially for making certain choices and behaving in a certain way, for example: late fee for a library book; cost of receiving a speeding ticket; and fine for littering at the park.
- Lesson Plan: Incentives Influence Us - <http://www.econedlink.org/lessons/index.php?lid=378&type=educator>. This lesson from the Council for Economic Education focuses on how people respond predictably to positive incentives (rewards) and negative incentives (penalties). Students identify incentives in their daily lives at home and school. Students will discuss which incentives have worked to influence their decisions and why.

## Sample Question Stems and Performance Tasks

- Describe a time when you have had a positive or negative economic incentive that affected how you behaved or a choice that you made.
- Brainstorm a list of economic incentives with your group. Sort them into positive or negative.

**Prior Knowledge**  
**Second Grade: N/A**

**Future Knowledge**  
**Fourth Grade: N/A**

## Ohio's Learning Standards - Clear Learning Targets

### Social Studies, Grade 3

**3.EC.16**

**Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.**

#### **Essential Understanding**

- Opportunity cost in the economic decision making process

#### **Extended Understanding**

- Availability of resources in relation to opportunity costs

#### **Vocabulary**

- scarcity
- resources
- opportunity costs
- economic

#### **Essential Skills**

- The student can describe the opportunity cost of an individual economic decision.
- The student can define opportunity cost.
- The student can explain scarcity.
- The student can explain scarcity in specific economic decision situations.
- The student can give examples of opportunity costs.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire. You cannot have more of anything you want without having less of something else you want. Every choice involves a cost, which means giving up the chance to get something else. This is called opportunity cost.
- Lesson Plan: Toys for Me <http://www.econedlink.org/lessons/index.php?lid=517&type=educator> . This lesson plan from the Council for Economic Education introduces the concept of scarcity by illustrating how time is finite and how life involves a series of choices. Specifically, this lesson teaches students about scarcity and choice. Money Troubles by Bill Cosby (Scholastic, 1998): The irrepressible Little Bill does different jobs and collects cans to earn money to buy a telescope. While collecting cans, he comes across a little boy who also is collecting cans but who looks as if he needs the money more than Little Bill. In the end, Little Bill decides to use the money he has saved to buy food for the school food drive for the poor.

### Sample Question Stems and Performance Tasks

- Describe an example of scarcity?
- In a story or passage, what was the opportunity cost of the main character's economic decision?

#### Prior Knowledge

**2.EC.14** Resources can be used in various ways.

#### Future Knowledge

**Fourth Grade: N/A**

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.EC.17**

**A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.**

### **Essential Understanding**

- Production and consumption

### **Extended Understanding**

- Entrepreneurship, risk-taking, and competition

### **Vocabulary**

- producers
- consumers
- production
- consumption

### **Essential Skills**

- The student can identify consumers and producers in the local community.
- The student can define consumers.
- The student can define producers.
- The student can identify goods and services produced in the local community.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Consumers are people who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services. Producers are people and businesses that use resources to make goods and services. Goods are objects that are capable of satisfying people’s wants. Services are actions that are capable of satisfying people’s wants.
- Have two or three different classes create and make a product (e.g., food, bookmarks). Classes might sell these items during lunch. Each student has the opportunity to be a producer, making their product, and a consumer of a product, through buying items.
- Junior Achievement: <http://www.ja.org/> . Multiple resources are available for grade three, including lesson plans. Search for producers and consumers.

## Sample Question Stems and Performance Tasks

- What are some goods or services produced in your local community? What groups of people consume them?
- Describe a time when you were the consumer. What did you consume? Who was the producer?
- Has there ever been a time when you were a producer? If so, what did you produce? Who consumed your good or service?

### Prior Knowledge

**2.EC.15** Most people around the world work in jobs in which they produce specific goods and services.

### Future Knowledge

**4.EC.23** Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.EC.18**

A market is where buyers and sellers exchange goods and services.

### Essential Understanding

- Basic market function

### Extended Understanding

- Factors that impact a market (supply and demand)

### Vocabulary

- market
- buyer
- seller
- exchange
- goods
- services

### Essential Skills

- The student can describe markets that exist in the local community.
- The student can define market.
- The student can identify markets in the local community.
- The student can explain how purchasing and selling happens in a market.
- The student can determine whether buying or selling (or both) is occurring in specific local situations.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Markets involve the interaction of buyers and sellers exchanging goods and services. The market is the place where people purchase the goods or services that they need from the businesses that sell them.
- Visit a local marketplace. Ask questions about what the students see happening: What are buyers and sellers exchanging? Is what is being exchanged a good or a service? When students return to the classroom, have them design a graphic illustration or a role-play exercise that demonstrates the exchange of goods and services they observed in the local market.
- Use an interactive whiteboard to display various pictures of economic markets. Have students talk about what is happening in each scene and identify the goods and services that are exchanged.
- Have students portray someone with a role in the local marketplace. Allow students to ask questions to determine whether the individual is a buyer or seller and whether they provide goods or services.

## Sample Question Stems and Performance Tasks

- What can be considered markets?
- What markets are in your local community? How often do you and your classmates engage in market activity during the week?
- Identify and describe the components of a market: buyer, seller, good/service, etc.

### Prior Knowledge

**2.EC.16** People use money to buy and sell goods and services.

### Future Knowledge

**Fourth Grade: N/A**

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

**3.EC.19**

**Making decisions involves weighing costs and benefits.**

**Essential Understanding**

- Costs and benefits in personal economic decisions

**Extended Understanding**

- Application of costs and benefits in larger-scale economic decisions

**Vocabulary**

- cost
- benefit
- alternative
- consequence
- monetary

**Essential Skills**

- The student can evaluate the costs and benefits of an individual economic decision.
- The student can define and explain economic cost.
- The student can define and explain economic benefit.
- The student can explain the costs of a specific economic decision.
- The student can explain the benefits of a specific economic decision.
- The student can explain non-monetary costs or benefits of an economic decision.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- At this level, students need to understand that there are costs and benefits associated with each personal decision. A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision. This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences. Students also understand that the cost of a decision is not always monetary.
- Lesson Plan: Off to Interactive Island - <http://www.econedlink.org/lessons/index.php?lid=178&type=educator> . This lesson plan from the Council for Economics Education, written for grades K-2, provides an activity to explore the concept of economic decision making that could be adapted for older students. In the lesson, students are given a limited number of tokens and asked to exchange those tokens for goods in preparation for pioneering in a new land. They decide what to leave behind and give reasons for their choices. Finally, they identify the costs and benefits of their choices.

## Sample Question Stems and Performance Tasks

- Brainstorm a list and divide into “Cost” column or “Benefit” column.
- What was the cost of the main character’s decision and what was the benefit in a story? Explain how you know.
- If you were the main character, what would you consider to be the potential costs? What would you consider to be the benefits? What would your decision be?
- Do “costs” always mean having to do with money? Can there be costs that aren’t related to finances?

### Prior Knowledge

**Second Grade: N/A**

### Future Knowledge

**Fourth Grade: N/A**

# Ohio's Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

### 3.EC.20

A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

#### Essential Understanding

- Concept of budget

#### Extended Understanding

- Use of a budget to reach a goal

#### Vocabulary

- budget
- income
- expenses

#### Essential Skills

- The student can explain how using a budget helps individuals make responsible economic decisions.
- The student can explain the purpose of a budget.
- The student can explain the concepts of spending, sharing, and setting money aside.
- The student can read and interpret a simple sample budget.
- The student can explain the idea of responsible economic decision making.
- The student can explain the process of budgeting.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A budget helps individuals take personal responsibility for financial decisions. A budget is a plan for using income productively, including spending, sharing and setting money aside for future expenses. Budgeting is important for organizing personal finances and managing cash flow.
- Have students plan a budget for a class activity, make decisions about expenditures and break down the cost for each element of the activity.
- Brainpop: <http://www.brainpop.com/socialstudies/economics/> . Select Budgets for a free video that is relevant to young learners.

### Sample Question Stems and Performance Tasks

- What is a budget? How does a budget help someone make responsible economic decisions?
- Why is it important or necessary to spend, share, and set money aside?
- Imagine you are trying to convince a family member or friend to begin a budgeting plan. What would you say to try to convince him or her to do so?
- Set a goal for yourself (something you want to buy, something you want to do, etc.). What action steps do you need to take to begin the process of budgeting in order to reach your goal?

#### Prior Knowledge

**2.EC.17** People earn income by working.

#### Future Knowledge

**4.EC.24** Saving a portion of income contributes to an individuals' financial well- being. Individuals can reduce spending to save more of their income.