

**3<sup>rd</sup> Grade: Communities**

**Original Suggested Units and Pacing Guide**

**Scope & Sequence - Communities: Past and Present, Near and Far**

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

**Unit 1: Rules 15-20 Days End by September 30**

Students understand the rights and responsibilities of citizenship in order to promote productive democratic classrooms and community citizens. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.

**Unit 2: Government 15-20 Days End by October 31**

Students understand that our local government provides order, maintains stability and promotes the general good of our citizens. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to government.

**Unit 3: Geography 25 Days End by December Break**

Students interpret geographic locations and show the interrelationship between the physical environment and human activity. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to geography.

**Unit 4: History 30-35 Days End by Feb. 28 (Includes holidays & semester grades)**

Students use materials to identify and analyze significant events which result in changes in our community. Students will obtain information about local history from artifacts and documents. They will record their information including the development of time lines and graphs. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to local historical events.

**Unit 5: People in Societies 30-35 Days End by April 30 (Includes 2 weeks of assessments & a Spring break)**

Students use knowledge of cultural, ethnic and social groups to compare and contrast the diversity within the local community. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to cultural groups within their community.

**Unit 6: Economics 20-25 Days Finish the Last Semester**

Students learn economic reasoning skills to make informed choices and to identify how the local economy is organized. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to making economic decisions.

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade Benchmarks (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Construct time lines to demonstrate an understanding of units of time and chronological order. (ID: 1, 2)
- B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. **(ONLY 4-5)**
- C. Explain how new developments led to the growth of the United States. (ID: 3)

**People In Societies**

- A. Compare practices and products of North American cultural groups. (ID: 1, 2)
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (ID:3)

**Geography**

- A. Use map elements or coordinates to locate physical and human features of North America. (ID: 1, 2, 3, 4, 5)
- B. Identify the physical and human characteristics of places and regions in North America. (ID: 6)
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. (ID: 7)
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity. (ID: 8)

**Economics**

- A. Explain the opportunity costs involved in the allocation of scarce productive resources. (ID: 1)
- B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. (ID: 2, 3, 4)
- C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (ID: 5, 6, 7)

**Government**

- A. Identify the responsibilities of the branches of the United States government and explain why they are necessary. (ID: 1, 2, 3, 4, 5, 6)
- B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. **(ONLY 4-5)**

**Citizenship Rights & Responsibilities**

- A. Explain how citizens take part in civic life in order to promote the common good. (ID: 1, 2)
- B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. (ID: 3)

**Study Skills & Methods**

- A. Obtain information from a variety of primary and secondary sources using the component parts of the source. (ID: 1, 2)
- B. Use a variety of sources to organize information and draw inferences. (ID: 3, 4)
- C. Communicate social studies information using graphs or tables. (ID: 5)
- D. Use problem-solving skills to make decisions individually and in groups. (ID: 6)

**Continually check your alignment between the Indicators and the Benchmarks.**

**Norton City Schools Standards-Based Social Studies Course of Study 200**

**3<sup>rd</sup> Grade: Unit 1**

**Rules**

**Classroom Days: 15-20**

**End by September 30**

History	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
None	<u>Scarcity and Resource Allocation</u> <b>A</b> 1. Define <b>opportunity cost</b> and give an example of the opportunity cost of a personal decision.	<u>Role of Government</u> <b>A</b> 5. Define power and authority.  6. Explain why the use of power without <b>legitimate authority</b> is unjust such as, bullying, stealing.	<u>Participation</u> <b>A</b> 1. Describe how people help to make the <b>community</b> a better place in which to live <u>including</u> : a. working to <b>preserve the environment</b> ; b. helping the <b>homeless</b> ; c. restoring houses in low-income areas; d. supporting education; e. planning community events; f. starting a business.	<u>Thinking and Organizing</u> <b>B</b> 3. Identify possible <b>cause and effect relationships</b> .
<b>People in Societies</b>  None			a. working to <b>preserve the environment</b> ; b. helping the <b>homeless</b> ; c. restoring houses in low-income areas; d. supporting education; e. planning community events; f. starting a business.	<u>Problem Solving</u> <b>D</b> 6. Use a <b>problem-solving/decision-making</b> process which <u>includes</u> : a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages of options</b> ; e. choosing and implementing a solution; f. evaluate the success or failure of the solution.
<b>Geography</b>  None			2. Demonstrate effective <b>citizenship traits</b> <u>including</u> : a. <b>civility</b> ; b. respect for the right and <b>dignity</b> of each person; c. <b>volunteerism</b> ; d. <b>compromise</b> ; e. <b>compassion</b> ; f. persistence in achieving goals; g. civic-mindedness.	
<b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.	<b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 3 <sup>rd</sup> – 17.	<b>Note: Strategies &amp; Resources:</b> See page 3 <sup>rd</sup> – 13 for teaching ideas and materials.	<u>Rights and Responsibilities</u> <b>B</b> 3. Describe the responsibilities of citizenship with emphasis on: a. voting; b. obeying laws; c. respecting the rights of others; d. being informed about <b>current issues</b> ; e. paying taxes.	(Begin the problem-solving process by using the Somebody-Wanted-But-So chart for the 1st grading period as a foundation for Indicator: 6.)

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade: Unit 2**

**Government**

**Classroom Days: 15-20**

**End by October 31**

History	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
None	<p><u>Scarcity and Resource Allocation</u> <b>A</b></p> <p>1. Define <b>opportunity cost</b> and give an example of the opportunity cost of a personal decision.</p>	<p><u>Role of Government</u> <b>A</b></p> <p>1. Explain the major <b>functions of local government</b> <u>including</u>:</p> <p>a. promoting <b>order and security</b>;</p> <p>b. making laws;</p> <p>c. <b>settling disputes</b>;</p> <p>d. providing <b>public services</b>;</p> <p>e. protecting the <b>rights of individuals</b>.</p>	<p><u>Participation</u> <b>A</b></p> <p>1. Describe how people help to make the <b>community</b> a better place in which to live <u>including</u>:</p> <p>a. working to <b>preserve the environment</b>;</p> <p>b. helping the <b>homeless</b>;</p> <p>c. restoring houses in low-income areas;</p> <p>d. supporting education;</p> <p>e. planning community events;</p> <p>f. starting a business.</p>	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain information about local issues from a variety of sources <u>including</u>:</p> <p>a. maps;</p> <p>b. photos;</p> <p>c. <b>oral histories</b>;</p> <p>d. newspapers;</p> <p>e. letters;</p> <p>f. <b>artifacts</b>;</p> <p>g. <b>documents</b>.</p>
<p><b>People in Societies</b></p> <p>None</p>	<p><u>Markets</u> <b>C</b></p> <p>5. Identify different <b>forms of money</b> used over time, and recognize that money facilitates the purchase of goods, services and resources and enables <b>savings</b>.</p>	<p>2. Explain the <b>structure of local governments</b> and identify local leaders such as, <b>township trustees</b>, county <b>commissioners</b>, <b>city council members</b> or <b>mayor</b>.</p>	<p>2. Demonstrate effective <b>citizenship traits</b> <u>including</u>:</p> <p>a. <b>civility</b>;</p> <p>b. respect for the right and <b>dignity</b> of each person;</p> <p>c. <b>volunteerism</b>;</p> <p>d. <b>compromise</b>;</p> <p>e. <b>compassion</b>;</p> <p>f. persistence in achieving goals;</p> <p>g. civic-mindedness.</p>	<p>2. Locate information using various parts of a source <u>including</u>:</p> <p>a. the <b>table of contents</b>;</p> <p>b. <b>title page</b>;</p> <p>c. illustrations;</p> <p>d. keyword searches.</p>
<p><b>Geog.</b></p> <p>None</p>	<p><b>Note:</b></p> <p><u>Suggested Vocabulary:</u> Gov't.</p> <p>2. three branches of local gov't.</p> <p>legislative</p> <p>executive</p> <p>judicial</p> <p>(structure of government)</p> <p><b>Note:</b></p> <p>Apply the Problem Solving Steps and identify Patterns and Relationships related to their government..</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 3<sup>rd</sup> – 17.</p>	<p>3. Identify the location of local government buildings and explain the functions of government that are carried out there.</p> <p>4. Identify <b>goods</b> and <b>services</b> provided by local government, why people need them and the source of <b>funding (taxation)</b>.</p> <p><b>Note:</b></p> <p><b>Strategies &amp; Resources:</b></p> <p>See pages 3<sup>rd</sup> – 11 to 13 for teaching ideas and materials.</p>	<p><u>Rights and Responsibilities</u> <b>B</b></p> <p>3. Describe the responsibilities of citizenship with emphasis on:</p> <p>a. voting;</p> <p>b. obeying laws;</p> <p>c. respecting the rights of others;</p> <p>d. being informed about <b>current issues</b>;</p> <p>e. paying taxes.</p>	<p><u>Thinking and Organizing</u> <b>B</b></p> <p>3. Identify possible <b>cause and effect relationships</b>.</p> <p><u>Problem Solving</u> <b>D</b></p> <p>6. Use a <b>problem-solving/ decision-making</b> process which <u>includes</u>:</p> <p>a. identifying a problem;</p> <p>b. gathering information;</p> <p>c. listing and considering options;</p> <p>d. considering <b>advantages and disadvantages of options</b>;</p> <p>e. choosing and implementing a solution;</p> <p>f. evaluate the success or failure of the solution.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade: Unit 3**

**Geography**

**Classroom Days: 25**

**End by December Break**

History	Geography	Economics	Study Skills and Methods
None	<p><u>Location</u> <b>A</b></p> <p>1. Use <b>political maps, physical maps</b> and <b>aerial photographs</b> to ask and answer questions about the local community.</p> <p>2. Use a <b>compass rose</b> and <b>cardinal directions</b> to describe the <b>relative location</b> of places.</p>	None	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain information about local issues from a variety of sources <u>including</u>:</p> <p>a. maps; b. photos.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Interactions</u> <b>B</b></p> <p>3. Describe <b>settlement patterns</b> of various <b>cultural groups</b> within the local community.</p> <p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to local geography.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 3<sup>rd</sup> – 17.</p>	<p>3. Read and interpret maps by using the <b>map title, map key, direction indicator</b> and <b>symbols</b> to answer questions about the local community.</p> <p>4. Use a <b>number/letter grid system</b> to locate <b>physical</b> and <b>human features</b> on a map.</p> <p>5. Identify the location of the <b>equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics</b> and the <b>hemispheres</b> on maps and globes.</p> <p><u>Places and Regions</u> <b>B</b></p> <p>6. Identify and describe the <b>landforms</b> and <b>climate, vegetation, population</b> and <b>economic characteristics</b> of the <b>local community</b>.</p> <p><u>Human Environmental Interaction</u> <b>C</b></p> <p>7. Identify ways that <b>physical characteristics of the environment</b> affect and have been modified by the local community [<u>Must include</u> <b>landforms, bodies of water, climate</b> and <b>vegetation.</b>]</p> <p><u>Movement</u> <b>D</b></p> <p>8. Identify systems of <b>transportation</b> used to move people and <b>products</b> and <b>systems of communication</b> used to move ideas from place to place.</p>	<p><b>Government</b></p> <p>None</p> <p><b>C R &amp; R</b></p> <p>None</p>	<p><u>Problem Solving</u> <b>D</b></p> <p>6. Use a <b>problem-solving/ decision-making</b> process which <u>includes</u>:</p> <p>a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages of options</b>; e. choosing and implementing a solution; f. evaluate the success or failure of the solution.</p> <p>(The complete problem-solving/ decision-making process must be implemented.)</p> <p><b>Note:</b> <b>Strategies &amp; Resources:</b> See pages 3<sup>rd</sup> – 6 &amp; 7 and 15 for teaching ideas and materials.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade: Unit 4**

**History**

**Classroom Days: 30-35**

**End by February 28**

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Define and measure time by years, <b>decades</b> and <b>centuries</b>.</p> <p>2. Place local historical events in <b>sequential order</b> on a <b>time line</b>.</p> <p><u>Growth</u> <b>C</b> 3. Describe changes in the <b>community</b> over time <u>including</u> changes in: a. businesses; b. <b>architecture</b>; c. physical features; d. employment; f. transportation; g. technology; h. religion; i. recreation.</p> <p><b>Note: Suggested Vocabulary: History</b> 1. primary/secondary sources (introduce)</p>	<p><u>Location</u> <b>A</b> 1. Use <b>political maps</b>, <b>physical maps</b> and <b>aerial photographs</b> to ask and answer questions about the local community.</p> <p><u>Places and Regions</u> <b>B</b> 6. Identify and describe the <b>landforms</b> and <b>climate</b>, <b>vegetation</b>, <b>population</b> and <b>economic characteristics</b> of the <b>local community</b>.</p> <p><u>Human Environmental Interaction</u> <b>C</b> 7. Identify ways that <b>physical characteristics of the environment</b> affect and have been modified by the local community. <b>[Must include landforms, bodies of water, climate and vegetation.]</b></p> <p><u>Movement</u> <b>D</b> 8. Identify systems of <b>transportation</b> used to move people and <b>products</b> and <b>systems of communication</b> used to move ideas from place to place.</p>	<p><u>Market</u> <b>C</b> 6. Explain how the local community is an example of a <b>market</b> where buyers and sellers exchange goods and services.</p> <p align="center"><b>Government</b></p> <p><u>Role of Government</u> <b>A</b> 3. Identify the location of local government buildings and explain the functions of government that are carried out there.</p> <p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p>None</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain information about local issues from a variety of sources <u>including</u>: a. maps; b. photos; c. <b>oral histories</b>; d. newspapers; e. letters; f. <b>artifacts</b>; g. <b>documents</b>.</p> <p>2. Locate information using various parts of a source <u>including</u>: a. the <b>table of contents</b>; b. <b>title page</b>; c. illustrations; d. keyword searches.</p> <p><u>Thinking and Organizing</u> <b>B</b> 3. Identify possible <b>cause and effect relationships</b>.</p> <p>4. Read and interpret <b>pictographs</b>, <b>bar graphs</b> and <b>charts</b>.</p> <p><u>Communicating Information</u> <b>C</b> 5. Communicate information using pictographs and bar graphs.</p> <p><u>Problem Solving</u> <b>D</b> 6. Use a <b>problem-solving/ decision-making</b> process which <u>includes</u>: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages of options</b>; e. choosing and implementing a solution; f. evaluate the success or failure of the solution.</p>
<p align="center"><b>People in Societies</b></p> <p><u>Interactions</u> <b>B</b> 3. Describe <b>settlement patterns</b> of various <b>cultural groups</b> within the local community.</p>	<p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 3<sup>rd</sup> – 17.</p>	<p><b>Note:</b> <b>Strategies &amp; Resources:</b> See pages 3<sup>rd</sup> – 3 &amp; 4 and 14-15 for teaching ideas and materials.</p>	

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade: Unit 5**

**People in Societies**

**Classroom Days: 30-35**

**End by April 30**

History	Geography	Government	Study Skills and Methods
<p><u>Chronology</u> <b>A</b></p> <p>1. Define and measure time by years, <b>decades</b> and <b>centuries</b>.</p> <p>2. Place local historical events in <b>sequential order</b> on a <b>time line</b>.</p>	<p><u>Location</u> <b>A</b></p> <p>1. Use <b>political maps, physical maps</b> and <b>aerial photographs</b> to ask and answer questions about the local community.</p> <p>2. Use a <b>compass rose</b> and <b>cardinal directions</b> to describe the <b>relative location</b> of places.</p> <p>3. Read and interpret maps by using the <b>map title, map key, direction indicator</b> and <b>symbols</b> to answer questions about the local community.</p>	<p><u>Role of Government</u> <b>A</b></p> <p>2. Explain the <b>structure of local governments</b> and identify local leaders such as, <b>township trustees, county commissioners, city council</b> members or <b>mayor</b>.</p> <p>5. Define power and authority.</p> <p>6. Explain why the use of power without <b>legitimate authority</b> is unjust such as, bullying, stealing.</p>	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain information about local issues from a variety of sources <u>including</u>:</p> <p>a. maps; b. photos; c. <b>oral histories</b>; d. newspapers; e. letters; f. <b>artifacts</b>; g. <b>documents</b>.</p>
<p><b>People in Societies</b></p> <p><u>Cultures</u> <b>A</b></p> <p>1. Compare some of the cultural practices and various groups of people who have lived in the local community <u>including</u>:</p> <p>a. artistic expression; b. religion; c. language; d. food.</p> <p>2. Compare the <b>cultural practices</b> and <b>products</b> of the <b>local community</b> with those of other communities in Ohio, the United States and countries of the world.</p> <p><u>Interactions</u> <b>B</b></p> <p>3. Describe <b>settlement patterns</b> of various <b>cultural groups</b> within the local community.</p>	<p>4. Use a <b>number/letter grid system</b> to locate <b>physical</b> and <b>human features</b> on a map.</p> <p>5. Identify the location of the <b>equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics</b> and the <b>hemispheres</b> on maps and globes.</p> <p><u>Places and Regions</u> <b>B</b></p> <p>6. Identify and describe the <b>landforms</b> and <b>climate, vegetation, population</b> and <b>economic characteristics</b> of the <b>local community</b>.</p> <p><u>Human Environmental Interaction</u> <b>C</b></p> <p>7. Identify ways that <b>physical characteristics of the environment</b> affect and have been modified by the local community [<u>Must include</u> landforms, <b>bodies of water</b>, climate and vegetation.]</p> <p><u>Movement</u> <b>D</b></p> <p>8. Identify systems of <b>transportation</b> used to move people and <b>products</b> and <b>systems of communication</b> used to move ideas from place to place.</p>	<p align="center"><b>Citizenship Right &amp; Responsibilities</b></p> <p><u>Participation</u> <b>A</b></p> <p>1. Describe how people help to make the <b>community</b> a better place in which to live <u>including</u>:</p> <p>a. working to <b>preserve the environment</b>; b. helping the <b>homeless</b>; c. restoring houses in low-income areas; d. supporting education; e. planning community events; f. starting a business.</p> <p>2. Demonstrate effective <b>citizenship traits</b> <u>including</u>:</p> <p>a. <b>civility</b>; b. respect for the right and <b>dignity</b> of each person; c. <b>volunteerism</b>; d. <b>compromise</b>; e. <b>compassion</b>; f. persistence in achieving goals; g. civic-mindedness.</p> <p><u>Rights and Responsibilities</u> <b>B</b></p> <p>3. Describe the responsibilities of citizenship with emphasis on:</p> <p>a. voting; b. obeying laws; c. respecting the rights of others; d. being informed about <b>current issues</b>; e. paying taxes.</p>	<p><u>Thinking and Organizing</u> <b>B</b></p> <p>3. Identify possible <b>cause and effect relationships</b>.</p> <p>4. Read and interpret <b>pictographs, bar graphs</b> and <b>charts</b>.</p> <p><u>Problem Solving</u> <b>D</b></p> <p>6. Use a <b>problem-solving/decision-making</b> process which <u>includes</u>:</p> <p>a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages of options</b>; e. choosing and implementing a solution; f. evaluate the success or failure of the solution.</p>
	<p align="center"><b>Economics</b></p> <p>None</p>	<p><b>Note: Strategies &amp; Resources:</b> See page 3<sup>rd</sup> – 5 for teaching ideas and materials.</p>	

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**3<sup>rd</sup> Grade: Unit 6**

**Economics**

**Classroom Days: 20-25**

**Finish the Last Semester**

<b>History</b>	<b>Economics</b>	<b>Government</b>	<b>Citizenship Rights &amp; Responsibilities</b>	<b>Study Skills and Methods</b>
<p><u>Growth</u> <b>C</b> 3. Describe changes in the <b>community</b> over time <u>including</u> changes in: a. businesses; b. <b>architecture</b>; c. physical features; d. employment; e. education; f. transportation; g. technology; h. religion; i. recreation.</p> <p><b>Note:</b> <u>Suggested Vocabulary</u> 1. alternative choices 4. labor resource</p>	<p><u>Scarcity and Resource Allocation</u> <b>A</b> 1. Define <b>opportunity cost</b> and give an example of the opportunity cost of a personal decision.</p> <p><u>Production, Distribution and Consumption</u> <b>B</b> 2. Identify people who purchase goods and services as <b>consumers</b> and people who make goods or provide services as <b>producers</b>.</p> <p>3. Categorize <b>economic activities</b> as examples of <b>production</b> or <b>consumption</b>.</p> <p>4. Explain the <b>advantages and disadvantages</b> of <b>specialization</b> and the <b>division of labor</b> to produce items.</p> <p><u>Markets</u> <b>C</b> 5. Identify different <b>forms of money</b> used over time, and recognize that money facilitates the purchase of goods, services and resources and enables <b>savings</b>.</p>	<p><u>Role of Government</u> <b>A</b> 4. Identify <b>goods</b> and <b>services</b> provided by local government, why people need them and the source of <b>funding (taxation)</b>.</p> <p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to making economic decisions.</p>	<p><u>Participation</u> <b>A</b> 1. Describe how people help to make the <b>community</b> a better place in which to live <u>including</u>: a. working to <b>preserve the environment</b>; b. helping the <b>homeless</b>; c. restoring houses in low-income areas; d. supporting education; e. planning community events; f. starting a business.</p> <p><u>Rights and Responsibilities</u> <b>B</b> 3. Describe the responsibilities of citizenship with emphasis on: a. voting; b. obeying laws; c. respecting the rights of others; d. being informed about <b>current issues</b>; e. paying taxes.</p>	<p><u>Thinking &amp; Organizing</u> <b>B</b> 3. Identify possible <b>cause and effect relationships</b>.</p> <p>4. Read and interpret <b>pictographs, bar graphs</b> and <b>charts</b>.</p> <p><u>Communicating</u> <b>C</b> <u>Information</u> 5. Communicate information using pictographs and bar graphs.</p> <p><u>Problem Solving</u> <b>D</b> 6. Use a <b>problem-solving/decision-making</b> process which <u>includes</u>: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering <b>advantages and disadvantages of options</b>; e. choosing and implementing a solution; f. evaluate the success or failure of the solution.</p>
<p><b>People in Societies</b></p> <p>None</p>	<p>6. Explain how the local community is an example of a <b>market</b> where buyers and sellers exchange goods and services.</p> <p>7. Identify examples of <b>economic competition</b> in the local community.</p>	<p><b>Note: Strategies &amp; Resources:</b> See pages 3<sup>rd</sup> – 8 &amp; 9 and 15 or teaching ideas and materials.</p>		
<p><b>Geography</b></p> <p>None</p>	<p><b>Note:</b> As part of the unit, use the district's predetermined children's literature selection for teaching Economic Indicators.</p>			