

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

Third Grade: Communities: Past and Present, Near and Far

History	Geography	Economics	Government	Citizenship Rights - Responsibilities	Study Skills and Methods
architecture centuries community decades growth sequential order time line *MEPCV <u>Suggested Vocabulary</u> 2. chronological order	aerial photographs Antarctic Circle Arctic Circle bodies of water cardinal directions climate compass rose direction indicator economic characteristics equator hemispheres human feature landforms local community map key map title North/South Pole number/letter grid system patterns of settlement physical characteristics of the environment physical features physical maps political maps population positive/negative consequences Prime Meridian products & regions of N. America relative location symbols systems of communication transportation tropics vegetation *MEPCV	advantages and disadvantages consumers consumption division of labor economic activities economic competition forms of money market opportunity cost producers production savings specialization *MEPCV <u>Suggested Vocabulary</u> 1. alternative choices 4. human resource	city council commissioners functions of local government funding (taxation) goods and services government legitimate authority mayor order & security public services rights of individuals settling disputes structure of local gov't. township trustees *MEPCV <u>Must Introduce but Not Assessed</u> 2. three branches of local government: legislative executive judicial (structure of gov't.)	citizens citizenship traits: - civility - compromise - compassion - dignity - volunteerism civic life common good community current issues homeless preserve the environment preserving democratic gov't. *MEPCV	advantages/disadvantages of options artifacts bar graphs cause & effect relationships charts documents oral histories pictographs problem solving/decision-making table of contents title page *MEPCV <u>Suggested Vocabulary</u> 1. primary/secondary sources (introduce) See the extensive number of thinking processes and skills on the next page.
People in Societies consequences cultural groups cultural practices cultural products local community settlement patterns *MEPCV					

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **goods and services** - would have been previously mastered, and it is now maintained or enhanced at 3rd Grade.)

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

Third Grade: Communities: Past and Present, Near and Far

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>classify = categorizing putting things together that have the same feature(s) (grouping, sorting,)</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>identify: to show or prove the sameness of</p> <p>interpret: a student must 1st analyze and then make an inference; this is more subjective than an evaluation</p> <p>recognize: to examine closely and identify the common and critical attributes</p> <p align="center">-----</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>cause and effect: the relationship between the Cause = a reason or motive - the WHY Effect = the results or outcomes the WHAT HAPPENED</p> <p>sequence: to follow one thing after another; to order in succession* (*prior skills: observe, common / critical attributes, compare)</p>	<p>communicate</p> <p>define</p> <p>locate</p> <p>measure</p> <p>obtain</p> <p>place</p> <p>read</p> <p>use</p> <p>Implied analyze observe sequence</p> <p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Explain requires the application of prior knowledge.</p> <ul style="list-style-type: none"> • Students will need to communicate their responses with concise but complete information. • In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. • The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is given in a prompt, students must cross out the word and replace it with - Give Details. This raises the <u>first</u> awareness of what is required.</p> <p>Note: The 3rd Grade Standards include “explain” in 7 of the 20 Benchmarks as students prepare for the 5th Grade Achievement Test.</p>	<p>Activate students' prior knowledge by asking them if they ever have had a problem to solve. Call on several students to share their thoughts.</p> <p>Next, introduce a chart with four columns and headings: Somebody---Wanted --- But --- So</p> <p>Explain to students that many problems and solutions can be illustrated by filling in the graphic organizer.</p> <ul style="list-style-type: none"> • Somebody is a person who wants or needs something. • Wanted is the thing that person wants or needs. • But is the problem that is getting in the way of what the person wants or needs. • So is the solution to the problem. <p>Adapted from: Karen Garcia, Parkview Elementary, Opa-locka, Florida</p> <p>Required: Problem-Solving/Decision-Making Process:</p> <ol style="list-style-type: none"> identifying a problem; gathering information; listing and considering options; considering advantages and disadvantages of options; choosing and implementing a solution; evaluate the success or failure of the solution.

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Third Grade 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.

Third Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Construct time lines to demonstrate an understanding of units of time and chronological order.</p> <p align="center">-----</p> <p>Suggested ESC Units & Pacing Guide The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit. See page 3rd – 16.</p>	<p><u>Chronology</u></p> <ol style="list-style-type: none"> 1. Define and measure time by years, decades and centuries. (<i>Units: 4, 5</i>) 2. Place local historical events in sequential order on a time line. (<i>Units: 4, 5</i>) <p align="center">-----</p> <p>Notes: The community extends beyond your immediate city, town, village. It encompasses your surrounding communities.</p> <p>Resource: United Streaming Videos There are many video clips available to facilitate students listening for information at: http://www.unitedstreaming.com</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<ol style="list-style-type: none"> 2. Create a permanent time line within the classroom to pinpoint community dates and events as they are discussed and then link them to other curriculum. Identify in which of the several decades on a time line an event falls. 2. Combine community and/or historical events with a personal time line. 2. <u>Suggested Vocabulary:</u> chronological order as a synonym to sequential order when creating time lines. 2. Thinking Processes and Skills: observe and sequence <p>Literature Connections: <u>Amazing Impossible Erie Canal</u> - Cheryl Harness <u>Carry My Home Cuyahoga: Historical Novel</u> - Christine P. Kallevig <u>Here Comes the Mystery Man</u> - Scott Russell Sanders <u>The Little House</u> - Virginia Lee Burton</p> <p>Resources: Read to Learn: Social Studies by Newbridge Series: In 6-Packs with Teacher’s Guide at 1-800-867-0307. <u>Communities Change</u> (Establish what changes over time before studying the local community) <u>At Home on the Ranch</u> (Rural community focus) – Reinforces the differences between rural – suburban – urban communities.</p>

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Third Grade – History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades 3-5</p> <p>C. Explain how new developments led to the growth of the United States.</p>	<p>Grade-Level Indicators</p> <p><u>Growth</u></p> <p>3. Describe changes in the community over time <u>including</u> changes in: (<i>Units: 4, 6</i>)</p> <p>a. businesses; b. architecture; c. physical features; d. employment; e. education; f. transportation; g. technology; h. religion; i. recreation.</p>	<p>Vocabulary/Strategies</p> <p>3. Apply Study Skills Indicator: 1 for using community artifacts and documents to study the changes over time.</p> <p>3. Compare local historical events with events in other county/regional communities at the same time.</p> <p>3f. Compare such examples as: building a railroad, highway, or canal as a result of a transportation need.</p> <p>3f-g. Show cause-effect relationships using a graphic organizer as the community solved transportation / technology problems. See sample:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Cause – Why?</td> <td style="padding: 5px;">So</td> <td style="padding: 5px;">Effect - What Happened?</td> </tr> <tr> <td style="padding: 5px;">Not enough picnic and swing areas</td> <td style="padding: 5px;">→</td> <td style="padding: 5px;">Built the new Lion’s Park with tables, etc.</td> </tr> <tr> <td style="padding: 5px;">New houses were built</td> <td style="padding: 5px;">→</td> <td style="padding: 5px;">Built a Giant Eagle store</td> </tr> </table> <p>3. Apply Study Skills Indicator: 6 for ways the community solved problems over time. Sample lead questions such as:</p> <ul style="list-style-type: none"> - What caused ____ (transportation) to change? - Why did people build more businesses at Smith’s Corner? <p>3. Cue words for cause: caused, due to, brought about, resulted in Cue words for effect: as a result of, therefore, thus, so, etc.</p> <p>3. Complete the Somebody-Wanted-But-So Chart for problems that created the need to make changes in the community.</p> <p>3. Apply Lang. Arts Indicators: make inferences regarding events and possible outcomes from informational text.</p> <ul style="list-style-type: none"> - identify and list the important central ideas and supporting details of informational text. <p>Resources: <u>What is a Community?</u> – Newbridge Read to Learn Series ISBN: 1-4007-4034-7 <u>A River Ran Wild: An Environmental History</u> - Lynn Cherry Nystrom: <u>Exploring Where and Why</u> – (Unit 3 Lessons 1, 3, & 4)</p>	Cause – Why?	So	Effect - What Happened?	Not enough picnic and swing areas	→	Built the new Lion’s Park with tables, etc.	New houses were built	→	Built a Giant Eagle store
Cause – Why?	So	Effect - What Happened?									
Not enough picnic and swing areas	→	Built the new Lion’s Park with tables, etc.									
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Problem Solving

Somebody	Wanted	But	So
Who has the problem?	What is the thing wanted?	What problem / hurdle is in the way of the want?	What is the answer or solution to the problem?

- Somebody _____
- Wanted _____
- But _____
- So _____

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

Third Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Compare practices and products of North American cultural groups.</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p>	<p>Grade-Level Indicators</p> <p><u>Cultures</u></p> <ol style="list-style-type: none"> Compare some of the cultural practices and various groups of people who have lived in the local community including: (<i>Unit: 5</i>) <ol style="list-style-type: none"> artistic expression; religion; language; food. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. (<i>Unit: 5</i>) <p><u>Interactions</u></p> <ol style="list-style-type: none"> Describe settlement patterns of various cultural groups within the local community. (<i>Units: 3, 4, 5</i>) <div data-bbox="499 1073 1144 1409" style="border: 1px solid black; padding: 5px;"> <p>Block Venn - Compare and Contrast</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">A</th> <th style="width: 33%;">Both A/B</th> <th style="width: 33%;">B</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td style="background-color: #e0e0e0;">_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td style="background-color: #e0e0e0;">_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td style="background-color: #e0e0e0;">_____</td> <td>_____</td> </tr> </tbody> </table> <p>The Big Idea is: (It is essential for students to complete this final conclusion from their diagram.)</p> </div>	A	Both A/B	B	_____	_____	_____	_____	_____	_____	_____	_____	_____	<p>Vocabulary/Strategies</p> <p>1d. Celebrate a “culture day” where students bring artifacts from their past cultural heritage to share with the class. Then they can bring and discuss a food item that aligns with their heritage.</p> <p>1-2. Apply Lang. Arts Indicator: compare and contrast information between texts and across subject areas.</p> <p>2. Create a chart and add groups as they are discussed.</p> <p>2. cultural practices: a pattern of behavior accepted by a society.</p> <p>2. cultural products: a tangible aspect produced by a cultural group (such as a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks or intangible such as, an oral tale, a dance, a sacred ritual, a system of education, etc.)</p> <p>2. See Addendum B pages for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. Posters are provided.</p> <p>2. Compare and Contrast the local community to another world community to study their daily lives and practices. Use: Block Venn</p> <p>3. Identify various settlers - immigrants to the greater community area. Have these cultural groups remained in the community? Why or Why not?</p> <p>3. Apply Lang. Arts Indicator: write informational reports that include the main ideas and significant details from the text.</p> <p>Teacher Reference: cultural groups – refers to a number of individuals sharing unique characteristics such as, race, ethnicity, national origin, and religion.</p>
A	Both A/B	B												
_____	_____	_____												
_____	_____	_____												
_____	_____	_____												

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

Third Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Use map elements or coordinates to locate physical and human features of North America.</p>	<p>Grade-Level Indicators</p> <p><u>Location</u></p> <ol style="list-style-type: none"> 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community. <i>(Units: 3, 4, 5)</i> 2. Use a compass rose and cardinal directions to describe the relative location of places. <i>(Units: 3, 5)</i> 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community. <i>(Units: 3, 5)</i> 4. Use a number/letter grid system to locate physical and human features on a map. <i>(Units: 3, 5)</i> 5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes. <i>(Units: 3, 5)</i> 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 2. <u>Suggested Vocabulary</u>: direction indicator = compass rose 2. compass rose: an element of a map used to show direction, usually showing cardinal directions and frequently intermediate directions. 2. relative location: the location of a place in relationship to other places (such as northwest, downstream.) For example, Nordonia is north of Mogadore. Students are not responsible for absolute location - the exact location on the globe involving longitude and latitude. 3. Apply Lang. Arts Indicator: draw conclusions from information in maps, charts, graphs and diagrams. 3. direction indicator: an element of a map used to show direction, usually labeling north and frequently all cardinal directions. 3. Introduce by making a floor plan for the classroom or playground 4. Students will need prior experience with the 3rd Grade Math Indicator: find and name locations on a labeled grid or coordinate system such as, a map or graph. 4. human features: an aspect of a place or a quality of the Earth's surface constructed by people including cities, parks, buildings, bridges, and roads. 4. physical feature: a natural aspect or quality of the Earth's surface that includes land formations and vegetation zones. 4. Students are in teams of three: one student selects a letter, another selects a number and the third member identifies the object located in that grid reference. 5. tropics = Tropic of Cancer & Tropic of Capricorn
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Third Grade — Geography Standard (continued)

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Identify the physical and human characteristics of places and regions of North America.</p> <p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p> <p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<p><u>Places and Regions</u></p> <p>6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community. (Units: 3, 4, 5)</p> <p><u>Human Environmental Interaction</u></p> <p>7. Identify ways that physical characteristics of the environment affect and have been modified by the local community. [<u>Must include</u> landforms, bodies of water, climate and vegetation.] (Units: 3, 4, 5)</p> <p><u>Movement</u></p> <p>8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place. (Units: 3, 4, 5)</p>	<p>6. Landform examples: Mogadore Reservoir, Cuyahoga River, hill, valley</p> <p>7. Communities along the Cuyahoga River were part of the canal system to transport goods. Discuss housing or business areas that have been denied because of natural marsh/bog areas needed to preserve wildlife.</p> <p>7. Identify the causes that created a community problem and the need for a change and then the results or solutions (effects). See the Cause/Effect Graphic: History Indicator: 3 page 3rd – 5.</p> <p>7. Apply Lang. Arts Indicator: list questions about essential elements such as, why, who, what, when and how from informational text and identify answers.</p> <p>8. Locate old photographs showing the main part of town and note the changes in transportation: a canal boat moving goods, no longer can you find: trolley car lines on the street, a milkman delivering with a horse and wagon, or a newspaper boy “shouting” the headlines, etc.</p> <p>8. Present information on: roads, canals and railroads or a specific such as Portage Path Trail.</p> <p>8. Students construct their own community map using similar symbols: business areas, hospitals, etc.</p> <p>8. product: something produced by human or mechanical effort or by a natural process.</p> <p>Literature Connection: <u>Katy and the Big Snow</u> - Virginia Lee Burton</p> <p>Resource: <u>Aerial - A Bird’s Eye View</u> - Rand McNally This Big Book shows the same location from three perspectives.</p>

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

Third Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</p> <p>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <p>1. Define opportunity cost and give an example of the opportunity cost of a personal decision. <i>(Units: 1, 2, 6)</i></p> <p><u>Production, Distribution and Consumption</u></p> <p>2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers. <i>(Unit: 6)</i></p> <p>3. Categorize economic activities as examples of production or consumption. <i>(Unit: 6)</i></p> <p align="center">-----</p> <p>Note: goods: Objects that are capable of satisfying people's wants. services: Actions that are capable of satisfying people's wants</p>	<p>Vocabulary/Strategies</p> <p>1. A student has \$15.00 of birthday money to spend and has the following options: go to Discovery Zone, buy a toy, purchase a new shirt, or put the money in the bank. The <u>alternative choice</u> or <u>opportunity cost</u> is the 2nd best choice the student did not select.</p> <p>1. opportunity cost: the value of the next best alternative given up when a choice is made.</p> <p>1. <u>Suggested Vocabulary:</u> alternative choice(s)</p> <p>2. consumer: a person whose wants are satisfied by using goods and services.</p> <p>2. producer: a person who makes goods and services.</p> <p>3. production: the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services.</p> <p>3. consumption: the purchase and/or use of goods and services.</p> <p>3. Perform household chores for an allowance, purchase materials for a hobby, etc.</p> <p>3. Farmers produce food, and citizens consume food. A company <u>produces</u> tires, and the public <u>consumes</u> (purchases) the tires.</p> <p>3. Role-play a man making pizza at the mall or selling homemade lemonade at a yard sale; field trip to a restaurant</p> <p>3. Observe the lunchroom and make a list of production/ consumption: cafeteria workers producing sandwiches and cleaning trays while students and teachers consume the food and use the napkins, etc. Discuss the various economic roles.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Third Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. (continued)</p>	<p>Grade-Level Indicators</p> <p><u>Production, Distribution and Consumption</u></p> <p>4. Explain the advantages and disadvantages of specialization and the division of labor to produce items. (<i>Unit: 6</i>)</p>	<p>Vocabulary/Strategies</p> <p>4. specialization: the concentration of production on fewer kinds of goods and services than are consumed.</p> <p>4. division of labor: the separation of the total work required to produce a good or service into individual interrelated tasks.</p> <p>4. Explain = compare and evaluate</p> <p>4. Advantages: each worker has one specific job and can concentrate on precision, but the Disadvantage: it become boring doing the same thing again and again.</p> <p>4. <u>Suggested Vocabulary</u>: division of labor is a <u>human resource</u> which is being used in a particular way. For example, identify the different specialized jobs along a car assembly line.</p> <p>4. Students must practice <u>establishing their criteria</u> for evaluating before they can determine the advantages and disadvantages.</p> <p>4. Hands-on assembly line activity: Peanut Butter & Jelly Sandwiches; literature connection write the directions.</p> <p>Literature Connections: <u>The Doorbell Rang</u> - Pat Hutchins <u>A Job for Jenny Archer</u> - Ellen Conford <u>What's Cooking, Jenny Archer?</u> - Ellen Conford (excellent)</p> <p>Resources: <u>Garage Sale Economics</u> – by EconomicAmerica at John Carroll 1-216-397-4384 designed for the 3rd Grade Course of Study. It includes Reader's Theater and correlates with other disciplines and strands.</p> <p>"Here's How" videos (available from Channels 45/49: classify things as land, capital, entrepreneurship, labor)</p>															
<p>Problem Solving Steps: (Use the 1st Grading Period, but it must then be replaced with the steps on page 3rd – 15.)</p> <p>1. Name the Problem: _____</p> <table border="1" data-bbox="191 1045 1142 1377"> <thead> <tr> <th>List Different Choices</th> <th>What is the best choice?</th> <th>Did the choice work? (Yes or No)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>_____</td> <td>Tell Why?</td> </tr> <tr> <td>2.</td> <td>What are your reasons? 1.</td> <td></td> </tr> <tr> <td>3.</td> <td>2.</td> <td>Tell Why Not?</td> </tr> <tr> <td colspan="3">Try the Best Choice</td> </tr> </tbody> </table>		List Different Choices	What is the best choice?	Did the choice work? (Yes or No)	1.	_____	Tell Why?	2.	What are your reasons? 1.		3.	2.	Tell Why Not?	Try the Best Choice			
List Different Choices	What is the best choice?	Did the choice work? (Yes or No)															
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Third Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades 3-5</p> <p>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</p>	<p>Grade-Level Indicators</p> <p><u>Markets</u></p> <p>5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings. (Units: 2, 6)</p> <p>6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services. (Units: 4, 6)</p> <p>7. Identify examples of economic competition in the local community. (Unit: 6)</p>	<p>Vocabulary/Strategies</p> <p>5. The role of money is to help in purchasing goods, services, land resources, human (labor) resources, and capital resources.</p> <p>5. Work with forms of money: coins, currency, credit cards. Discuss reasons for saving one's money.</p> <p>5. Identify the relationship of cause and effect to saving and spending money.</p> <p>5. Apply Study Skills Indicator: 3</p> <p>6. market: the interaction of buyers and sellers exchanging goods or services.</p> <p>6. Create a master chart of buyers and sellers in the local community. Students can make additions as new goods or services are purchased.</p> <p>6. Explain requires students to give reasons for, or to make plain or clear. Supportive details are required.</p> <p>6. Apply Study Skills Indicator: 6 - The 6 Steps of Problem -Solving.</p> <p>7. Develop a classification chart for 3-4 common businesses: fast food restaurants, gasoline stations, grocery stores, etc. For each classification, students indicate the one they most frequently use to purchases goods/services. Create bar graphs for each classification. Have students determine which classification has the greatest competition and the one with the least amount of competition.</p> <p>7. Apply Math Data Analysis Indicators: collect and organize data from an experiment, such as recording and classifying observations or measurements, in response to a posed question.</p> <ul style="list-style-type: none"> - draw and interpret picture graphs in which a symbol or picture represents more than one object. - read, interpret, and construct bar graphs with intervals greater than one. <p>7. Apply Study Skills Indicator: 4</p>									
<p>Cause and Effect Graphic Organizer</p> <table border="1"> <thead> <tr> <th data-bbox="121 1096 588 1128">Cause = The Why?</th> <th data-bbox="588 1096 661 1128">So</th> <th data-bbox="661 1096 1144 1128">Effect = What Happened?</th> </tr> </thead> <tbody> <tr> <td data-bbox="121 1128 588 1226">Strickland's opens a new ice cream store a block from the Dairy Queen.</td> <td data-bbox="588 1128 661 1226" style="text-align: center;">→</td> <td data-bbox="661 1128 1144 1226">The Dairy Queen offers a Friday special on chocolate cones.</td> </tr> <tr> <td data-bbox="121 1226 588 1356">In a new diet, adults count the carbohydrates in their foods.</td> <td data-bbox="588 1226 661 1356" style="text-align: center;">→</td> <td data-bbox="661 1226 1144 1356">Both Subway and Burger King are advertising new salads. Each company claims to have a delicious low carbohydrate salad.</td> </tr> </tbody> </table>		Cause = The Why?	So	Effect = What Happened?	Strickland's opens a new ice cream store a block from the Dairy Queen.	→	The Dairy Queen offers a Friday special on chocolate cones.	In a new diet, adults count the carbohydrates in their foods.	→	Both Subway and Burger King are advertising new salads. Each company claims to have a delicious low carbohydrate salad.	
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Third Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Explain the major functions of local government including: <i>(Unit: 2)</i> <ol style="list-style-type: none"> a. promoting order and security; b. making laws; c. settling disputes; d. providing public services; e. protecting the rights of individuals. 2. Explain the structure of local governments and identify local leaders such as, township trustees, county commissioners, city council members or mayor. <i>(Units: 2, 5)</i> 3. Identify the location of local government buildings and explain the functions of government that are carried out there. <i>(Units: 2, 4)</i> 	<ol style="list-style-type: none"> 1. Invite local government officials to discuss their roles in the community. Invite speakers to come in (policeman) or field trips to city hall, etc. 1. Give students a function (purpose) and ask them to identify or describe an example of governmental activity appropriate to the purpose such as, keeping the streets safe - police, city snow plowing, street sweeper, etc. 1. Give an example of governmental activity and ask them to identify the function (purpose) being served or to explain how the activity is meant to achieve a given purpose; (i.e., street cleaning - keeps people healthier) 1a. For example, fire & police protection, snow removal, etc. 1d. For example, provide parks, schools, sponsoring day care facilities, public parking, etc. 1. Explain = prioritize 2. Explain = compare, analyze 2. <u>Must Introduce but Not Assessed:</u> structure of local government = the three branches: <ul style="list-style-type: none"> • legislative = city council • executive = mayor • judicial = judges/local courts 2. Apply Study Skills Indicator: 1 3. Explain = compare - analyze

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

Third Grade – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels in to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary. (continued)</p>	<p><u>Role of Government</u> – (continued)</p> <p>4. Identify goods and services provided by local government, why people need them and the source of funding (taxation). <i>(Units: 2, 6)</i></p> <p>5. Define power and authority. <i>(Units: 1, 5)</i></p> <p>6. Explain why the use of power without legitimate authority is unjust such as, bullying, stealing. <i>(Units: 1, 5)</i></p>	<p>4. Apply Study Skills Indicator: 3</p> <p>4. goods: objects that are capable of satisfying people's wants.</p> <p>4. services: actions that are capable of satisfying people's wants.</p> <p>6. Explain: this Indicator requires students to give details about the cause and effect of legitimate and illegitimate authority.</p> <p>6. Apply Study Skills Indicator: 3 to apply the problem solving and decision-making steps.</p> <p>Literature Connection: <u>Arthur Meets the President</u> – Marc Brown (Students could write a parallel to their local community.)</p> <p>Resources: <u>Our Government at Work</u> – Newbridge series Read to Learn Social Studies ISBN: 1-4007-4037-1</p> <p>Norton City Schools VHS tapes reserved at 330-945-5600ext. 1276 or http://union.infohio.org/summit/ 1 & 4. <u>Cops are Tops</u> (V)2092) <u>Sound of the Alarm</u> (VO2093) <u>Moving the Mail</u> (VO2094)</p>

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

Third Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades 3-5</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <p>1. Obtain information about local issues from a variety of sources including: (Units: 2, 4, 5)</p> <ul style="list-style-type: none"> a. maps; b. photos; c. oral histories; d. newspapers; e. letters; f. artifacts; g. documents. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 150px;"> <p>Not necessarily one large project, rather it could be the process of gathering evidence throughout the year.</p> </div> <p>2. Locate information using various parts of a source including: (Units: 2, 4)</p> <ul style="list-style-type: none"> a. the table of contents; b. title page; c. illustrations; d. keyword searches. 	<p>Vocabulary/Strategies</p> <p>1. Contact the local historical society or library archivist for materials on your area. Cuyahoga Falls Taylor Library - the Archive Room - has resources that can be copied and used in classrooms. Digital cameras (without flash) can be used to photograph the old archive records. Call 330-928-2117.</p> <p>1. <u>Introduce Suggested Vocabulary:</u></p> <ul style="list-style-type: none"> - Primary sources: diaries, letters, artifacts interviews, eyewitness newspaper accounts - Secondary sources: textbooks, newspapers <p>1. Apply Lang. Arts Indicator: independently read books for various purpose such as, for enjoyment, for literary experience, <u>to gain information</u> or to perform a task.</p> <p>1. Apply Lang. Arts Indicator: use organizational strategies such as, brainstorming, lists, webs and Venn diagrams to plan writing. Apply graphic organizers on page 3rd – 5.</p> <p>1-2. These indicators are <u>not</u> necessarily fulfilled with one large project, rather it could be the process of researching evidence throughout the year.</p> <p>2. Apply to Government Indicator: 2</p> <p>2. Apply Lang. Arts Indicator: use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend text.</p> <p>2. Apply Lang. Arts Indicator: identify and list the important central ideas and supporting details of informational text.</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Third Grade – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 3-5	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Use a variety of sources to organize information and draw inferences.</p> <p>C. Communicate social studies information using graphs or tables.</p> <p>D. Use problem-solving skills to make decisions individually and in groups.</p>	<p><u>Thinking and Organizing</u></p> <p>3. Identify possible cause and effect relationships. (Units: 1, 2, 4, 5, 6)</p> <p>4. Read and interpret pictographs, bar graphs and charts. (Units: 4, 6)</p> <p><u>Communicating Information</u></p> <p>5. Communicate information using pictographs and bar graphs. (Units: 4, 5, 6)</p> <p><u>Problem Solving</u></p> <p>6. Use a problem-solving/decision-making process which <u>includes</u>: (Units: 1, 2, 3, 4, 5, 6)</p> <p>a. identifying a problem;</p> <p>b. gathering information;</p> <p>c. listing and considering options;</p> <p>d. considering advantages and disadvantages of options;</p> <p>e. choosing and implementing a solution;</p> <p>f. develop criteria for judging its effectiveness;</p> <p>g. evaluate the success or failure of the solution.</p>	<p>3. Cause and effect relationships - this is the major new skill for 3rd graders to master.</p> <p>Explain a particular cause-and-effect relationship such as commercials or cartoons (Nationwide, Sierra Mist, Reebok, Funniest Home Videos)</p> <p>3. See page 3rd – 10 for a Cause and Effect graphic organizer</p> <p>3. Apply to History Indicator: 2</p> <p>3. Apply to Government Indicator: 4</p> <p>3-4. Apply Lang. Arts Indicator: answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p> <p>4. Apply to Economics Indicator: 7</p> <p>4-5. Apply Lang. Arts Indicator: draw conclusions from information in maps, charts, graphs and diagrams.</p> <p>4-5. Apply Math Data Analysis Indicator: translate information freely among charts, tables, line plots, picture graphs and bar graphs; such as, create a bar graph from the information in a chart. - support a conclusion or prediction orally and in writing, using information in a table or graph.</p> <p>6. Begin with the graphic organizer on page 3rd – 9 for the 1st Grading Period</p> <p>6. Apply to Economics Indicator: 6</p> <p>6. Identify ways to implement problem-solving in making economic decisions about resources including land, labor, and capital resources.</p> <p>6. Apply History Indicator: 3. Students identify community problems (the cause) that needed to be solved and what was the outcome (effect) of the changes the community made.</p> <p>6. Apply to Citizenship Indicator: 3</p>