

**Note:** In 2012, the Office of Early Learning and School Readiness developed the Early Learning Content Standards, which includes Pre-Kindergarten. The Pre-Kindergarten standards for social studies can now be found in that document.

### **How to Read Ohio's New Learning Standards: K-8 Social Studies**

The standards are organized using the following components: **Strands, Themes, Topics and Content Statements.**

#### **Strands**

The four disciplines within the social studies: History, Geography, Government and Economics

#### **Themes**

The focus for a particular grade level or the descriptive narrative of a high school course syllabus

Example: *Grade Two, People Working Together*

#### **Topics**

The different aspects of content within a strand

Example in Geography: *Human Systems*

#### **Content Statements**

The essential knowledge to be learned at each grade level or within each course

Example from Grade Eight: *20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.*

### **21<sup>st</sup>-Century Skills**

The 2010 standards are designed to include the essential concepts and skills to allow for instruction that fosters deeper understanding. The social studies standards directly address the 21<sup>st</sup>-century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21<sup>st</sup>-century skills such as problem solving, communication, media literacy and leadership are more fully developed in the model curriculum. The model curriculum provides instructional support including content elaborations, expectations for learning, instructional strategies, instructional resources, connections and essential questions.

# Ohio's New Learning Standards: K-8 Social Studies



Grade	Theme
K	<p><b>A Child's Place in Time and Space</b></p> <p>The kindergarten year is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.</p>
1	<p><b>Families Now and Long Ago, Near and Far</b></p> <p>The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.</p>
2	<p><b>People Working Together</b></p> <p>Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.</p>
3	<p><b>Communities: Past and Present, Near and Far</b></p> <p>The local community serves as the focal point for third grade as students begin to understand how their communities have 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.</p>
4	<p><b>Ohio in the United States</b></p> <p>The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.</p>
5	<p><b>Regions and People of the Western Hemisphere</b></p> <p>In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.</p>
6	<p><b>Regions and People of the Eastern Hemisphere</b></p> <p>In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.</p>
7	<p><b>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</b></p> <p>The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.</p>
8	<p><b>U.S. Studies from 1492 to 1877: Exploration through Reconstruction</b></p> <p>The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.</p>

Strand	Topic	Topic Description
History	<b>Historical Thinking and Skills</b>	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	<b>Heritage</b>	Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
	<b>Early Civilizations</b>	The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
	<b>Feudalism and Transitions</b>	Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.
	<b>First Global Age</b>	The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.
	<b>Colonization to Independence</b>	European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
	<b>A New Nation</b>	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
<b>Expansion</b>	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.	
<b>Civil War and Reconstruction</b>	Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.	

Strand	Topic	Topic Description
Geography	<i>Spatial Thinking and Skills</i>	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
	<i>Places and Regions</i>	A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
	<i>Human Systems</i>	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Government	<i>Civic Participation and Skills</i>	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
	<i>Rules and Laws</i>	Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
	<i>Roles and Systems of Government</i>	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Economics	<i>Economic Decision Making and Skills</i>	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
	<i>Scarcity</i>	There are not enough resources to produce all the goods and services that people desire.
	<i>Production and Consumption</i>	Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
	<i>Markets</i>	Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
	<i>Financial Literacy</i>	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

**Ohio's New Learning Standards:  
Grade Three Social Studies**



**Theme: 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 communities have 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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>		<b>Heritage</b>	
<b>History Strand</b>	<b>Content Statements:</b> 1. Events in local history can be shown on timelines organized by years, decades and centuries. 2. Primary sources such as artifacts, maps and photographs can be used to show change over time.		<b>Content Statement:</b> 3. Local communities change over time.	
<b>Topic:</b>	<b>Spatial Thinking and Skills</b>		<b>Places and Regions</b>	
<b>Geography Strand</b>	<b>Content Statement:</b> 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.	<b>Content Statement:</b> 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.	<b>Content Statements:</b> 6. Evidence of human modification of the environment can be observed in the local community. 7. Systems of transportation and communication move people, products and ideas from place to place. 8. Communities may include diverse cultural groups.	
<b>Topic:</b>	<b>Civic Participation and Skills</b>		<b>Rules and Laws</b>	
<b>Government Strand</b>	<b>Content Statements:</b> 9. Members of local communities have social and political responsibilities. 10. Individuals make the community a better place by solving problems in a way that promotes the common good.	<b>Content Statement:</b> 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.	<b>Content Statements:</b> 12. Governments have authority to make and enforce laws. 13. The structure of local governments may differ from one community to another.	
<b>Topic:</b>	<b>Economic Decision Making and Skills</b>		<b>Scarcity</b>	
<b>Economics Strand</b>	<b>Content Statements:</b> 14. Line graphs are used to show changes in data over time. 15. Both positive and negative incentives affect people's choices and behaviors.	<b>Content Statement:</b> 16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	<b>Content Statement:</b> 17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	
			<b>Production and Consumption</b>	
			<b>Markets</b>	
			<b>Financial Literacy</b>	
			<b>Content Statement:</b> 18. A market is where buyers and sellers exchange goods and services.	
			<b>Content Statements:</b> 19. Making decisions involves weighing costs and benefits. 20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	

**Ohio's New Learning Standards:  
Grade Four Social Studies**

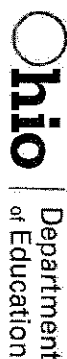


**Theme: Ohio in the United States**

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

Topic:	Historical Thinking and Skills	Heritage
History Strand	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>The order of significant events in Ohio and the United States can be shown on a timeline.</li> <li>Primary and secondary sources can be used to create historical narratives.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.</li> <li>The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</li> <li>The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.</li> <li>The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.</li> <li>Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.</li> <li>Many technological innovations that originated in Ohio benefited the United States.</li> </ol>

**Ohio's New Learning Standards:  
Grade Four Social Studies**



<b>Topic:</b>	<b>Spatial Thinking and Skills</b>	<b>Places and Regions</b>	<b>Human Systems</b>
<p><b>Geography Strand</b></p>	<p><b>Content Statement:</b> 9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p>	<p><b>Content Statement:</b> 10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. 11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p><b>Content Statements:</b> 12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. 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. 14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>
<p><b>Government Strand</b></p>	<p><b>Topic:</b> <i>Civic Participation and Skills</i> <b>Content Statements:</b> 15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. 16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. 17. Effective participants in a democratic society engage in compromise.</p>	<p><b>Rules and Laws</b> <b>Content Statements:</b> 18. Laws can protect rights, provide benefits and assign responsibilities. 19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p><b>Roles and Systems of Government</b> <b>Content Statements:</b> 20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. 21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>
<p><b>Economics Strand</b></p>	<p><b>Topic:</b> <i>Economic Decision Making and Skills</i> <b>Content Statement:</b> 22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</p>	<p><b>Production and Consumption</b> <b>Content Statement:</b> 23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p><b>Financial Literacy</b> <b>Content Statement:</b> 24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>

**Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

Topic:	Historical Thinking and Skills	Colonization to Independence	A New Nation	Expansion	Civil War and Reconstruction
History Strand	<p><b>Content Statement:</b></p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p>	<p><b>Content Statements:</b></p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	<p><b>Content Statements:</b></p> <p>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<p><b>Content Statements:</b></p> <p>9. The United States added to its territory through treaties and purchases.</p> <p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p><b>Content Statements:</b></p> <p>11. Disputes over the nature of federalism, economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>



Ohio's New Learning Standards:  
Grade Eight Social Studies



<b>Topic:</b>	<b>Spatial Thinking and Skills</b>			<b>Human Systems</b>
	<p><b>Content Statement:</b> 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>			<p><b>Content Statements:</b> 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. 15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States. 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole. 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>
<b>Topic:</b>	<b>Civic Participation and Skills</b>			<b>Roles and Systems of Government</b>
<b>Government Strand</b>	<p><b>Content Statements:</b> 18. Participation in social and civic groups can lead to the attainment of individual and public goals. 19. Informed citizens understand how media and communication technology influence public opinion.</p>			<p><b>Content Statements:</b> 20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances. 21. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>
<b>Topic:</b>	<b>Economic Decision Making and Skills</b>		<b>Production and Consumption</b>	<b>Markets</b>
<b>Economics Strand</b>	<p><b>Content Statement:</b> 22. Choices made by individuals, businesses and governments have both present and future consequences.</p>		<p><b>Content Statement:</b> 23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>	<p><b>Content Statement:</b> 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>
				<b>Financial Literacy</b>
				<p><b>Content Statement:</b> 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>



Ohio's New Learning Standards: K-12 Social Studies  
Grade Three

Theme	<i>Communities: Past and Present, Near and Far</i>	
Strand	<i>History</i>	
Topic	<i>Historical Thinking and Skills</i>	
	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	<b>1. Events in local history can be shown on timelines organized by years, decades and centuries.</b>	
Content Elaborations	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.	<b>Instructional Strategies</b> 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. <b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> . Group students into cooperative learning groups. Allow students to choose from a variety of assessment formats.
Expectations for Learning	<b>Place events accurately on a timeline organized by years, decades and centuries.</b>	
		<b>Instructional Resources</b> <i>Doing History: Investigating With Children in Elementary and Middle Schools</i> by Linda S. Levstik & Keith C. Barton. This book includes information on the sociocultural context of teaching history and building communities of historical inquiry. <b>Connections</b>
<b>Essential Questions</b>		

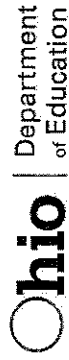
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<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>	
<b>Strand</b>	<b>History</b>	
<b>Topic</b>	<b>Historical Thinking and Skills</b>	
	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
<b>Content Statement</b>	<b>2. Primary sources, such as artifacts, maps and photographs, can be used to show change over time.</b>	
<b>Content Elaborations</b>	<p>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.</p> <p>An artifact is a material object of a culture such as a tool, an article of clothing or a prepared food.</p> <p>As students examine artifacts, maps and photographs from the local community, they begin to understand the concept of change over time.</p> <p>Change may be observed in:</p> <ul style="list-style-type: none"> <li>• Businesses;</li> <li>• Architecture;</li> <li>• Physical features;</li> <li>• Employment;</li> <li>• Education;</li> <li>• Transportation;</li> <li>• Technology;</li> <li>• Religion; and</li> <li>• Recreation.</li> </ul>	<p><b>Instructional Strategies</b></p> <p>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 local community listed in the content elaborations.</p> <p>Students use artifacts, maps and photographs to write and illustrate a <i>Then and Now Book</i> related to specific topics (e.g., 1800s classroom, grocery items, housing, jobs).</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Museum Box</b></p> <p><a href="http://museumbox.e2bn.org/">http://museumbox.e2bn.org/</a></p> <p>This website allows users to create collections of artifacts including text, pictures, audio, video, files and links. To save collections, teachers will need to register with the site.</p> <p><b>The Ohio Historical Society Archives/Library</b></p> <p><a href="http://www.ohiohistory.org/resource/archib/index.html">http://www.ohiohistory.org/resource/archib/index.html</a></p> <p>The Ohio Historical Society collects, preserves and makes available to the public written and graphic information concerning Ohio's history. It is the designated repository for state government records of enduring historical value.</p>

**Ohio's New Learning Standards: K-12 Social Studies  
Grade Three**

<p><b>Expectations for Learning</b></p> <p>Use artifacts, maps and photographs to evaluate change in the local community.</p>	<p><b>Connections</b></p> <p>Connect with Economics Content Statement 14 and History Content Statement 3, regarding change over time.</p> <p>Connections can be made to the Technology Academic Content Standards, Technology and Communication Standard, Benchmark B, through student use of graphics and text in designing a slideshow presentation about change over time.</p>
<p><b>Essential Questions</b></p>	

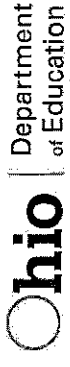
# Ohio's New Learning Standards: K-12 Social Studies Grade Three



<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>									
<b>Strand</b>	<i>History</i>									
<b>Topic</b>	<i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.									
<b>Content Statement</b>	3. <i>Local communities change over time.</i>									
<b>Content Elaborations</b>	<p>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.</p> <p>Characteristics for analysis include architecture, business, physical features, employment, education, transportation, technology, religion and recreation.</p>	<p><b>Instructional Strategies</b></p> <p>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.</p> <p>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:</p> <table border="1" data-bbox="730 262 795 1123"> <thead> <tr> <th>Role</th> <th>Audience</th> <th>Format</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1800s Farmer</td> <td>Family in Germany</td> <td>Letter</td> <td>Farming in Ohio</td> </tr> </tbody> </table> <p>Other roles from this time period might include a homemaker, local businessperson, schoolteacher, Moravian missionary or young child.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>America on the Move: Where's everyone going?</b>  <a href="http://americanhistory.si.edu/onthemove/games/game1.html">http://americanhistory.si.edu/onthemove/games/game1.html</a>            This Smithsonian site provides information on changes in transportation over time.</p>	Role	Audience	Format	Topic	1800s Farmer	Family in Germany	Letter	Farming in Ohio
Role	Audience	Format	Topic							
1800s Farmer	Family in Germany	Letter	Farming in Ohio							
<b>Expectations for Learning</b>	<p>Research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.</p>									

	<p><b>Connections</b></p> <p>Connect to Geography Content Statement 6, regarding human modifications to the environment in the local community, and History Content Statement 2, regarding primary sources and change over time in the local community.</p> <p>Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark B, regarding the idea that technology affects the environment in positive and/or negative ways.</p>
<p><b>Essential Questions</b></p>	

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three



<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>	
<b>Strand</b>	<b>Geography</b>	
<b>Topic</b>	<b>Spatial Thinking and Skills</b>	
	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
<b>Content Statement</b>	<b>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.</b>	
<b>Content Elaborations</b>	<p>Political maps show boundaries, towns and other human features while physical maps show physical features like elevation or landforms.</p> <p>Third-grade students can find the cardinal directions (NSEW) on a map. Intermediate directions (NE, NW, SE and SW) are introduced in grade four.</p> <p>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.</p> <p>Third-grade students can use maps of the local community to find landmarks and other familiar places.</p> <p>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.</p>	<p><b>Instructional Strategies</b></p> <p>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.)</p> <p>Use a county map to find familiar streets, landmarks and other features. Have students answer basic questions about location.</p> <p>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.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Use cooperative groupings for work with maps.</p> <p><b>Instructional Resources</b></p> <p><b>U.S. Geological Survey Map Adventures</b> <a href="http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/index.html">http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/index.html</a> This site provides seven different lessons, appropriate for grades K-3. Students learn basic concepts for visualizing objects from different perspectives and they learn how to understand land-use maps.</p> <p><b>Connections</b></p>
<b>Essential Questions</b>	<p>Describe characteristics of physical and political maps and identify the purpose for each.</p> <p>Use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.</p>	



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<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>	
<b>Strand</b>	<b>Geography</b>	
<b>Topic</b>	<b>Places and Regions</b>	
	A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
<b>Content Statement</b>	<b>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</b>	
<b>Content Elaborations</b>	<b>Instructional Strategies</b>	<b>Diverse Learners</b>
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.	Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .  Create a collage of materials that are found in the local area to help students make inferences about the influence of agriculture, industry, etc.
<b>Expectations for Learning</b>	<b>Instructional Resources</b>	<b>Connections</b>
Evaluate the influence of agriculture, industry and natural resources on daily life.		Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark C, regarding how people have made tools to provide food, make clothing and provide protection.
<b>Essential Questions</b>		

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<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<b>Geography</b>	
<b>Topic</b>	<b>Human Systems</b>	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
<b>Content Statement</b>	<b>6. Evidence of human modification of the environment can be observed in the local community.</b>	
<b>Content Elaborations</b>	<p>As students go about daily activities in the community, they see numerous examples of human changes to the environment.</p> <p>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.</p>	<p><b>Instructional Strategies</b></p> <p>Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b></p> <p>Connect to History Content Statement 3, regarding the ways local communities change over time.</p>
<b>Expectations for Learning</b>	Describe examples of human modification to the environment in the local community.	
<b>Essential Questions</b>		

**Ohio's New Learning Standards: K-12 Social Studies  
Grade Three**

<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Geography</i>	
<b>Topic</b>	<i>Human Systems</i>	
	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	
<b>Content Statement</b>	<b>7. Systems of transportation and communication move people, products and ideas from place to place.</b>	
<b>Content Elaborations</b>	<p>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.</p> <p>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.</p> <p><b>Expectations for Learning</b> Describe systems of transportation used to move people and products from place to place.</p> <p>Describe systems of communication used to move ideas from place to place.</p>	<p><b>Instructional Strategies</b> 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.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students. English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Lesson Plan: Systems of Transportation and Communication</b> <a href="http://dne101.ode.state.oh.us/fms/itemdetails/lessondetail.aspx?id=0907f84c80532573">http://dne101.ode.state.oh.us/fms/itemdetails/lessondetail.aspx?id=0907f84c80532573</a> This ODE Model Lesson can be adapted to Content Statement 7.</p> <p><b>Connections</b></p>
<b>Essential Questions</b>		

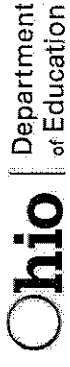
Ohio's New Learning Standards: K-12 Social Studies  
Grade Three

<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>											
<b>Strand</b>	<b>Geography</b>											
<b>Topic</b>	<b>Human Systems</b> Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.											
<b>Content Statement</b>	<b>8. Communities may include diverse cultural groups.</b>											
<b>Content Elaborations</b>	<p>A cultural group is a group of people who share one or more unique characteristics such as race, national origin and ethnicity.</p> <p>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.</p> <p>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.</p> <p>Note: Culture is a sensitive topic. Teachers and children should respect and honor diversity among cultural groups.</p> <p><b>Expectations for Learning</b> Compare cultural products and practices of different groups who live in the local community.</p>	<p><b>Instructional Strategies</b> Bring in speakers from the different cultures represented in the community to discuss practices and share the products of their culture.</p> <p>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.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Artistic expression</th> <th>Religion</th> <th>Language</th> <th>Food</th> </tr> </thead> <tbody> <tr> <td>Latino</td> <td>Music, dance, piñata</td> <td>Catholic</td> <td>Spanish</td> <td>Burritos, tacos</td> </tr> </tbody> </table> <p>Students will realize that cultures have commonalities.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b></p>	Group	Artistic expression	Religion	Language	Food	Latino	Music, dance, piñata	Catholic	Spanish	Burritos, tacos
Group	Artistic expression	Religion	Language	Food								
Latino	Music, dance, piñata	Catholic	Spanish	Burritos, tacos								
<b>Essential Questions</b>												

Ohio's New Learning Standards: K-12 Social Studies  
**Grade Three**

<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Government</i>	
<b>Topic</b>	<i>Civic Participation and Skills</i>	
	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b>	9. <i>Members of local communities have social and political responsibilities.</i>	
<b>Content Elaborations</b>	<p>Local community members have social and political responsibilities that are important for preserving our democracy.</p> <p>Social and political responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting and obeying laws.</p> <p>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.</p>	<p><b>Instructional Strategies</b></p> <p>To model the voting process for students, create a classroom community where issues are decided by vote.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p>
<b>Expectations for Learning</b>	<p>Explain the social and political responsibilities of local community members.</p>	
<b>Essential Questions</b>	<p><b>Connections</b></p> <p>Connect to Government Content Statement 10 regarding solving problems by promoting the common good.</p>	

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three



<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>	
<b>Strand</b>	<b>Government</b>	
<b>Topic</b>	<b>Civic Participation and Skills</b>	
	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
<b>Content Statement</b>	<b>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</b>	
<b>Content Elaborations</b>	<p>There are a variety of ways individuals help solve problems to make the community a better place for everyone including:</p> <ul style="list-style-type: none"> <li>• Working to preserve the environment;</li> <li>• Helping the homeless;</li> <li>• Restoring houses in low-income areas;</li> <li>• Supporting education;</li> <li>• Planning community events;</li> <li>• Starting a business; and</li> <li>• Understanding differences.</li> </ul> <p>Individuals participate effectively in the community when they exhibit citizenship traits such as:</p> <ul style="list-style-type: none"> <li>• Civility;</li> <li>• Respect for the rights and dignity of each person;</li> <li>• Volunteerism;</li> <li>• Compromise;</li> <li>• Compassion;</li> <li>• Persistence in achieving goals; and</li> <li>• Civic-mindedness.</li> </ul> <p>The problem-solving process involves:</p> <ul style="list-style-type: none"> <li>• Identifying the problem;</li> <li>• Gathering information;</li> <li>• Listing and considering options;</li> <li>• Considering advantages and disadvantages of options; and</li> <li>• Choosing and implementing a solution.</li> </ul>	<p><b>Instructional Strategies</b></p> <p>Have students model promoting the common good by helping other students in their class or in the lower grades (e.g., tutoring, reading aloud).</p> <p>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.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b></p> <p>Connect to Government Content Statement 9 regarding social and political responsibilities of individuals.</p>

**Ohio's New Learning Standards: K-12 Social Studies  
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**Expectations for Learning**  
Explain how individuals make the community a better place by solving problems in a way that promotes the common good.

**Essential Questions**

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Grade Three



Theme	<i>Communities: Past and Present, Near and Far</i>	
Strand	Government	
Topic	<p><b>Rules and Laws</b> Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.</p>	
Content Statement	<p><b>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.</b></p>	
<p><b>Content Elaborations</b> Laws are rules established by the government authority to describe how people are expected to behave.</p> <p>Laws provide safety, security and orderliness in the daily life of a community.</p> <p>Laws apply to both individuals and groups. For example:</p> <ul style="list-style-type: none"> <li>• Individuals – each driver is responsible for abiding by the speed limit when driving.</li> <li>• Groups – a parade permit issued by the government is necessary for a group of people to hold a parade.</li> </ul> <p>There are consequences for not obeying the laws.</p> <p><b>Expectations for Learning</b> Explain how laws affect the behavior of individuals and groups in a community.</p> <p>Explain the benefits of having laws in a local community.</p>	<p><b>Instructional Strategies</b> 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.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b> Connect to Government Content Statement 12, which involves the government's authority to make and enforce laws.</p> <p>Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark D, regarding the responsible use of technology as addressed by the district Acceptable Use Policy.</p>	<p><b>Instructional Strategies</b> 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.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b> Connect to Government Content Statement 12, which involves the government's authority to make and enforce laws.</p> <p>Connections can be made to the Technology Academic Content Standards, Technology and Society Interaction Standard, Benchmark D, regarding the responsible use of technology as addressed by the district Acceptable Use Policy.</p>
<b>Essential Questions</b>		



**Ohio's New Learning Standards: K-12 Social Studies  
Grade Three**

<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Government</i>	
<b>Topic</b>	<i>Roles and Systems of Government</i>	
	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
<b>Content Statement</b>	<b>12. Governments have authority to make and enforce laws.</b>	
<b>Content Elaborations</b>	<p>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.</p> <p>Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).</p> <p>Governments have the authority to change laws as necessary.</p>	<p><b>Instructional Strategies</b></p> <p>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.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p>
<b>Expectations for Learning</b>	<p>Explain why governments have authority to make and enforce laws.</p>	<p><b>Connections</b></p> <p>Connect with Government Content Statement 11, which defines and explains the need for laws.</p>
<b>Essential Questions</b>		

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three



<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>
<b>Strand</b>	<b>Government</b>
<b>Topic</b>	<b>Roles and Systems of Government</b> The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
<b>Content Statement</b>	<b>13. The structure of local governments may differ from one community to another.</b>
<b>Content Elaborations</b>	<b>Instructional Strategies</b> 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.  <b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .
<b>Expectations for Learning</b>	<b>Instructional Resources</b> <b>State and Local Government on the Net</b> <a href="http://www.statelocalgov.net/state-oh.cfm">http://www.statelocalgov.net/state-oh.cfm</a> 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.
<b>Essential Questions</b>	<b>Connections</b>

**Ohio's New Learning Standards: K-12 Social Studies  
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<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<b>Economics</b>	
<b>Topic</b>	<b>Economic Decision Making and Skills</b>	
	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	
<b>Content Statement</b>	<b>14. Line graphs are used to show changes in data over time.</b>	
<b>Content Elaborations</b>	<p>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.</p> <p>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).</p> <p><b>Expectations for Learning</b></p> <p>Construct line graphs showing change over time using data related to a specific topic.</p>	<p><b>Instructional Strategies</b></p> <p>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.</p> <p>Each area of change could be studied as a unit. Inquiry may be planned around a unit question (e.g., <i>How has the population in the local community changed over time? How has that growth affected the community?</i>).</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b></p> <p>Connect to History Content Statement 2 and History Content Statement 3 regarding change over time.</p>
<b>Essential Questions</b>	<b>How has my community changed over time?</b>	

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<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Economics</i>	
<b>Topic</b>	<b>Economic Decision Making and Skills</b> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	
<b>Content Statement</b>	<b>15. Both positive and negative incentives affect people's choices and behaviors.</b>	
<b>Content Elaborations</b>	<p>Positive economic incentives reward people financially for making certain choices and behaving in a certain way, for example:</p> <ul style="list-style-type: none"> <li>• Extra money for raking leaves;</li> <li>• Free toy with a meal; and</li> <li>• Allowance for doing chores at home.</li> </ul> <p>Negative economic incentives penalize people financially for making certain choices and behaving in a certain way, for example:</p> <ul style="list-style-type: none"> <li>• Late fee for a library book;</li> <li>• Cost of receiving a speeding ticket; and</li> <li>• Fine for littering at the park.</li> </ul>	
<b>Expectations for Learning</b>	Give examples of positive and negative incentives that affect people's choices and behaviors.	
<b>Essential Questions</b>		
	<b>Instructional Strategies</b>	<p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Lesson Plan: Incentives Influence Us</b> <a href="http://www.econedlink.org/lessons/index.php?id=378&amp;type=educator">http://www.econedlink.org/lessons/index.php?id=378&amp;type=educator</a> 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.</p>
	<b>Connections</b>	

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three

Theme	<i>Communities: Past and Present, Near and Far</i>	
Strand	<i>Economics</i>	
Topic	<i>Scarcity</i>	
Content Statement	There are not enough resources to produce all the goods and services that people desire. <b>16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</b>	
Content Elaborations	<p><b>Instructional Strategies</b></p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students. English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Lesson Plan: Toys for Me</b> <a href="http://www.econedlink.org/lessons/index.php?lid=517&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=517&amp;type=educator</a> 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.</p> <p><i>Money Troubles</i> 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.</p> <p><b>Connections</b> Connect to Economics Content Statement 19 regarding costs and benefits and Economics Content Statement 20 regarding the use of a budget.</p>	
<p><b>Scarcity</b> refers to the lack of sufficient resources to produce all the goods and services that people desire.</p> <p>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.</p> <p><b>Expectations for Learning</b> Describe the opportunity cost of an individual economic decision.</p>		
<b>Essential Questions</b>		

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three



<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Economics</i>	
<b>Topic</b>	<i>Production and Consumption</i> Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
<b>Content Statement</b>	<b>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</b>	
<b>Content Elaborations</b>	<p>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.</p> <p>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.</p> <p><b>Expectations for Learning</b> Identify consumers and producers in the local community.</p>	<p><b>Instructional Strategies</b> 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.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Junior Achievement</b> <a href="http://www.ja.org/">http://www.ja.org/</a> Multiple resources are available for grade three, including lesson plans. Search for <i>producers</i> and <i>consumers</i>.</p> <p><b>Connections</b></p>
<b>Essential Questions</b>		

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three

Theme	<i>Communities: Past and Present, Near and Far</i>	
Strand	<i>Economics</i>	
Topic	<i>Markets</i>	
	Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	
Content Statement	<b>18. A market is where buyers and sellers exchange goods and services.</b>	
Content Elaborations	<p>Markets involve the interaction of buyers and sellers exchanging goods and services.</p> <p>The market is the place where people purchase the goods or services that they need from the businesses that sell them.</p>	
Expectations for Learning	Describe markets that exist in the local community.	
	<p>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.</p> <p>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.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b></p> <p><b>Connections</b></p>	<p><b>Instructional Strategies</b></p> <p>Visit a local marketplace. Ask questions about what the students see happening: <i>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.</i></p>
<b>Essential Questions</b>		

Ohio's New Learning Standards: K-12 Social Studies  
Grade Three

<b>Theme</b>	<b>Communities: Past and Present, Near and Far</b>	
<b>Strand</b>	<b>Economics</b>	
<b>Topic</b>	<b>Financial Literacy</b> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
<b>Content Statement</b>	<b>19. Making decisions involves weighing costs and benefits.</b>	
<b>Content Elaborations</b>	<p>At this level, students need to understand that there are costs and benefits associated with each personal decision.</p> <p>A cost is the alternative given up as the result of a decision.</p> <p>A benefit is that which is received as an improvement or advantage as the result of the decision.</p> <p>This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.</p> <p>Students also understand that the cost of a decision is not always monetary.</p> <p><b>Expectations for Learning</b> Evaluate the costs and benefits of an individual economic decision.</p>	
	<p><b>Instructional Strategies</b></p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Lesson Plan: Off to Interactive Island</b> <a href="http://www.econedlink.org/lessons/index.php?id=178&amp;type=educator">http://www.econedlink.org/lessons/index.php?id=178&amp;type=educator</a> 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.</p> <p><b>Connections</b> Connect to Economics Content Statement 16 regarding opportunity cost and economic choice.</p>	
<b>Essential Questions</b>		



**Ohio's New Learning Standards: K-12 Social Studies  
Grade Three**

<b>Theme</b>	<i>Communities: Past and Present, Near and Far</i>	
<b>Strand</b>	<i>Economics</i>	
<b>Topic</b>	<i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
<b>Content Statement</b>	<i>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</i>	
<b>Content Elaborations</b>	<p>A budget helps individuals take personal responsibility for financial decisions.</p> <p>A budget is a plan for using income productively, including spending, sharing and setting money aside for future expenses.</p> <p>Budgeting is important for organizing personal finances and managing cash flow.</p> <p><b>Expectations for Learning</b> Explain how using a budget helps individuals make responsible economic decisions.</p>	<p><b>Instructional Strategies</b> Have students plan a budget for a class activity, make decisions about expenditures and break down the cost for each element of the activity.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><b>Instructional Resources</b> <b>Brainpop</b> <a href="http://www.brainpop.com/socialstudies/economics/">http://www.brainpop.com/socialstudies/economics/</a> Select <i>Budgets</i> for a free video that is relevant to young learners.</p> <p><b>Connections</b> Connect to Economics Content Statement 16 regarding making economic choices.</p>
<b>Essential Questions</b>		

