


Grade: 3
 Course: Social Studies
 Year: 2023



3rd Grade Social Studies Course of Study

Unit: History
Essential Questions: How and why has the local community changed over time?
Big Idea: Primary and secondary sources can be used to learn about the history of a community and that information can be displayed on a timeline.
Vocabulary: Timeline, Primary Source, Secondary Source, Community, Population

Connection to [Social Emotional Standards](#) and/or [Social Justice Standards](#) Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths.
 Identify ways to respectfully advocate for academic and personal needs

Connection to Vision of a Lakewood Ranger  Global Awareness
 Communication
 Critical and Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
2nd Quarter	Events in local history can be shown on timelines organized by years, decades and centuries.	Place local historical events accurately on a timeline organized by years, decades, or centuries.	Students will accurately place events from local history on a timeline.	-Lakewood History TimeLine -Ideas for timeline work -Creating an Interactive Timeline <i>Teachers Guide:</i> pg. 141-168 <i>Time Lines:</i> pg.149 <i>Magazine:</i> Communities Change
	Primary and secondary sources can be used to show change over time.	Locate and use primary and secondary sources as evidence to describe change over time.	Students will be able to locate and use primary and secondary sources as evidence to describe change over time.	Video on Primary and Secondary Sources (start at 53 sec.) Ohio Memory Students can 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). Students can research changes in the local community in the following areas: businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation. Houghton Mifflin Harcourt: <i>Teacher Guide:</i> pg.197-224 <i>Magazine:</i> Ancient Civilizations, Amazing Inventions

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	<p>Local communities change overtime.</p>	<p>Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.</p>	<p>Students will be able to identify a community as a group of people residing in the same locality and under the same government.</p> <p>Students will demonstrate their understanding of how characteristics of the local community have changed over time by using primary and secondary sources. (changes in businesses, architecture, physical features, employment; education, transportation, technology, religion; and recreation</p>	<p>-Lakewood History TimeLine</p> <p>Ohio Memory</p> <p><i>Teacher Guide</i> pg. 141-168 <i>Magazine:</i> Communities Change</p> <p>Students spend 5 minutes observing a photograph/model/artifact. After sharing observations with each other, students spend 5-10 minutes thinking and making inferences. The last 5 minutes students will ask questions and share what their curiosities and wonderings are with the class. The teacher can use student questions to plan inquiries that are meaningful for the students.</p> <p><i>Teachers Guide:</i> pg. 113-140, 141-168, 169-196</p> <p><i>Magazine:</i> Protecting Resources, Communities Change, Amazing Inventions</p>
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Unit: Geography
Essential Questions: How do we use maps to learn about the world around us? What factors make communities different? How does geography help us understand the Earth and where we live? How does our environment affect the way we live?
Big Idea: Different maps have different purposes
Big Idea: Agriculture, natural resources, and industry influence daily life in different communities in different ways and modification to these can have positive and/or negative consequences.
Big Idea: Communities are diverse and use various forms of transportation and communication
Vocabulary: environment, agriculture, maps modification, consequences, absolute and relative location, key, alphanumeric grid, cardinal directions, natural resources, human modification

Connection to [Social Emotional Standards](#) and/or [Social Justice Standards](#)

Identify ways to respectfully advocate for academic and personal needs
 Identify ways that norms differ among various families, cultures and social groups
 Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true
 Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other
 I know about my family history and culture and about current and past contributions of people in my main identity groups.
 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Connection to Vision of a Lakewood Ranger



Critical and Creative Thinking
 Communication
 Global Awareness
 Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
First Quarter	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.	Describe characteristics of physical and political maps and identify the purpose for each. Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.	Students can describe characteristics of physical and political maps and identify the purpose for each. Students can use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.	Political vs. Physical Maps Brain Pop-Map Skills (introduction to maps) Students design their own island on a map that includes a title, key, alphanumeric grid, and cardinal directions. Using a grid with a zoo map. Cardinal Directions Mapping Penny's World -Read Aloud <i>Teacher Guide-pg. 1-28, 29-56, 57-84</i> <i>Magazines-Mapping Our World, Communities, U.S. Geography</i>
	Daily life is influenced by the agriculture, industry, and natural resources in different communities. (Connect to History Content Statement 3, regarding the ways local communities change over time.)	Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life. Evaluate the influence agriculture, industry, and natural resources have on daily life.	Students can examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life. (Connect to History Content Statement 3, regarding the ways local communities change over time.)	Students could 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 and use them to make inferences about. The influence of agriculture, industry, and natural resources on daily life in these communities. State Shapes: Ohio by Erin McHugh. This book explores the history, culture, resources, and agriculture in the heartland of America. (These books can be found for all states and used to do a compare and contrast.) <i>Teacher Guide-pg. 85-112</i>

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			Students can evaluate the influence of agriculture, industry, and natural resources on daily life.	<i>Magazine-People and the Environment</i>
Evidence of positive and negative human modification of the environment can be observed in the local community.	Identify and evaluate positive and negative examples of human modification to the environment in the local community.	Students are able to identify and evaluate positive and negative examples of human modification to the environment in the local community.	Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes. Human Adaptation and Modification video Possible Introduction Read Aloud What If Everybody Did That? By Ellen Javernick . Humorous Read Aloud text that is used to give examples of how actions can change their environments. Here Comes The Garbage Barge! By Jonah Winter. Read Aloud to teach environmental awareness. <i>Teacher Guide-pg. 85-112</i> <i>Magazine-People and the Environment</i>	
Systems of transportation move people and products from place to place. Systems of transportation and communication move people, products, and ideas from place to place.	Identify and describe the systems of transportation used to move people and products from place to place. Identify and describe the systems of communication used to move ideas from place to place.	Students can identify and describe the systems of transportation used to move people and products from place to place. Students are able to identify and describe the systems of communication used to move ideas from place to place.	Investigate systems of transportation in the local community such as wagons, bicycles, canal boats, cars, airplanes, trains, etc. Systems of Transportation and Communication ODE Lesson Compare the speed of travel and efficiency then and now. Five Eras of Transportation in Northeast Ohio The Erie Canal -Peter Spier- book sang that gives insight into canal travel	
Communities may include diverse cultural groups.	Compare cultural products and practices of different groups who live in the local community.	Students will be able to explain that a cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity and give examples within the local community. Students will be able to explain and give examples of how the local community is characterized by varying levels of diversity and it can be explored through cultural practices including artistic expression, religion, language, and food.	Bring in speakers from the different cultures represented in the community to discuss practices and share the products of their culture. <i>Molly's Pilgrim</i> by Barbara Cohen. <i>Our Favorite Day of the Year</i> by A.E. Ali- follow activity to have students share about their favorite day. <i>The Sandwich Swap</i> - Queen Rania of Jordan Al Abdullah <i>Teacher Edition: 337-364, 365-392</i> <i>Magazine: America: Heritage and Culture and Culture: Expressions around the World</i>	

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Unit: Government
Essential Questions: How do members of the local community show rights and responsibilities? Why does the local community have laws and what would happen if they didn't? What are the roles and responsibilities of members of the local community? How is the local community government structured?
Big Idea: Members of the local community work together for the common good.
Big Idea: Government makes laws to promote order and security, provide public services, and protect the rights of individuals
Vocabulary: community, rights, responsibilities, common good, public service, laws, government

Connection to [Social Emotional Standards](#) and/or [Social Justice Standards](#)

Identify and describe how personal choices and behavior impacts self and others
 Identify reasons for making positive contributions to the school and community
 Demonstrate citizenship in the classroom and school community
 Perform activities that contribute to classroom, school, home and broader community
 Identify areas of improvement for school or home and develop an action plan to address these areas
 Identify and describe how personal choices and behavior impacts self and others
 Identify the cause of a challenge or setback and with assistance, develop a plan of action
 Implement strategies to solve a problem
 Identify ways to respectfully advocate for academic and personal needs
 Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective
 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm
 Identify ways to respectfully advocate for academic and personal needs

Connection to Vision of a Lakewood Ranger



Critical and Creative Thinking
 Global Awareness
 Communication
 Collaboration
 Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
3rd Quarter	Members of local communities have rights and responsibilities.	Explain the rights and responsibilities of local community members.	<p>Students can explain that local community members have rights and responsibilities (including respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws) that are important for preserving our democracy.</p> <p>Students will have an understanding that the rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community.</p>	<p>Brain Pop Jr. Rights and Responsibilities Brain Pop Citizenship <i>My Community</i> by Raven Howell-picture book that inspires readers to explore and appreciate their own community. Racial and ethnic diversity. Model the voting process for students, create a classroom community where issues are decided by vote.</p> <p>Use 4 Corners Strategy to start a conversation about the responsibilities of citizens.</p> <p>4 Corners Strongly Agree, Agree, Disagree, Strongly Disagree</p> <p>Possible Statements: 1. All decisions need to be voted on. 2. A citizen should be required to help the community in some way.</p>

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				<p>*Statements are meant to provoke discussion and should not have one “right” answer. Students should feel free to change their mind as they discuss and learn new information.</p> <p><i>Teacher Edition- pg. 281-308</i></p> <p><i>Magazine- Roles of Citizens</i></p>
	<p>Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p>	<p>Explain how individuals make the community a better place by taking action to solve problems (problem solving process) in a way that promotes the common good.</p> <p>Citizenship Traits: Civility, respect for rights and dignity of each person, volunteerism, compromise, compassion, persistence in achieving goals, civic mindedness.</p>	<p>Students are able to explain how individuals make the community a better place by taking action to solve problems by working to preserve the environment, helping the homeless, restoring houses in low-income areas, supporting education, planning community events, starting a business; and understanding differences.</p> <p>Students will be able to explain ways citizens can promote the common good such as; respecting for the rights and dignity of each person, volunteering, compromising; showing compassion, persistence in achieving goals, and civic-mindedness.</p> <p>Students will be able to explain and use the problem solving process; identifying the problem; gathering information; listing and considering options, considering advantages and disadvantages of options, choosing and implementing a solution.</p>	<p><i>We Live Here Too! Kids Talk about Citizenship- Nancy Loewen</i></p> <p><i>Being a Good Citizen: A Book About Citizenship (Way to Be!)-Mary Small</i></p> <p><i>Making a Difference: An Inspirational Book About Kids Changing the World! -Stacy Bauer</i></p> <p>What can a Citizen Do? By Dave Eggers</p> <p>Peter’s Place by Sally Grindley- a boy takes care of the wildlife after an oil spill Integrate with the opinion writing unit focusing on issues of the local community. Have students model “promoting the common good” by helping other students in their class or in the lower grades. 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. <i>Teacher Edition- pg. 281-308</i> <i>Magazine- Roles of Citizens</i></p>
	<p>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 a local community.</p>	<p>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>Students should be able to explain that laws are rules to describe how people are expected to behave and that there are consequences when the laws are not followed.</p> <p>Students would be able to explain that citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.</p>	<p>KWLHAQ- KWHLAQ asks the following questions: K – What students already <i>KNOW</i> about a topic? W – <i>WHAT</i> students want to learn or find out? H – <i>HOW</i> will they research or find the information they want to learn? L – What students have <i>LEARNED</i> about the topic after taking action? A – How will students <i>APPLY</i> the knowledge they’ve learned? Q – What <i>QUESTIONS</i> they still have or have thought of as a result of the learning exercise?</p> <p><i>The Secret Knowledge of Grown-Ups</i> by David Wisniewski. Read with the students and allow them to choose a rule and write their own rule. Officer Buckle and Gloria by Peggy Rathmann. Officer Buckle is dedicated to teaching children about safety rules Laws for kids to learn how the law works.</p>




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				<p><i>Teacher Edition-</i> pg. 309-336 <i>Magazine-</i> How America Works</p>
	Government has the authority to make and enforce laws.	Explain the governments have authority to make and enforce laws.	<p>Students will be able to explain that the 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.</p> <p>Local governments also enforce laws by establishing consequences for not obeying the law</p>	<p>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>Students can go to What is a Law? and learn about the rights and responsibilities of people in the community.</p> <p>How Georgie Radbourn Saved Baseball by David Shannon</p> <p><i>Teacher Edition-</i> pg. 309-336 <i>Magazine-</i> How America Works</p>
	The structure of the local governments may differ from one community to another.	Explain the structure and type of the local government (mayor-council).	<p>Students will be able to identify the main types of local government in Ohio are: county; municipal (city or village); and township.</p> <p>Students will be able to explain that Lakewood is a municipal government with a mayor-council structure.</p>	<p>Have students look at different local governments in Ohio and how they are set up.</p> <p>Lakewood Government Webquest</p> <p><i>Teacher Edition-</i> pg. 309-336 <i>Magazine-</i> How America Works</p>

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<p>Unit: Economics Essential Questions: What must you consider when making a decision? How can we save and spend money wisely? How does scarcity affect people making decisions? How do producers and consumers depend on each other and resources? Big Idea: There are positives and negative effects when making a decision. Big Idea: Making a decision involves a trade-off Big Idea: Consumers make/sell goods and services, producers buy goods and services within a market. Vocabulary: economics, goods, services, producer, consumer, costs, benefits, opportunity cost/trade-off, , budget, scarcity, incentives, market</p>				
<p>Connection to Social Emotional Standards and/or Social Justice Standards</p>		<p>Identify and describe how personal choices and behavior impacts self and others Identify the cause of a challenge or setback and with assistance, develop a plan of action Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective Identify factors that can make it hard to make the best decisions at home or at school I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. Plan steps needed to reach a short-term goal</p>		
<p>Connection to Vision of a Lakewood Ranger</p> 		<p>Critical and Creative Thinking Global Awareness Communication</p>		
Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
4th Quarter	Line graphs are used to show changes in data over time. (can be integrated into teaching graphs in math)	Interpret line graphs showing economic data related to a specific topic.	Students will be able to interpret line graphs that display data that shows changes over time.	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. Inquiry may be planned around a unit question (e.g., How has the population in the local community changed over time? How has that growth affected the community?). Students can explore the Resident Population in Ohio Money Madness-David Adler If you Made a Million by David Schwartz
	Both positive and negative incentives affect individuals choices and behaviors.	Give examples of positive and negative incentives that affect individuals' choices and behaviors.	Students will be able to explain and give examples of positive economic incentives and how they reward individuals financially for making certain choices and behaving in a certain way and that negative economic incentives penalize individuals financially for making certain choices and behaving in a certain way,	Fishbowl Students "inside" the fishbowl sit inside a circle of students to discuss a topic/question or act out a scenario. Students outside the fishbowl observe and offer suggestions and ideas when the activity is complete. Economic Incentives in Our Community offers students a series of choices that they can make and discuss why they chose what they did. Those Shoes . by Maribeth Boelts A Chair for my Mother -Vera Williams Alexander who Used to be Rich Last Sunday by Judith Viorst The Startup Squad: Face the Music (Book 2) by Brian Weisfeld and Nicole C. Kear

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	<p>Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p>	<p>Describe the cost or trade-off of making economic decisions.</p>	<p>Students will be able to explain that scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.</p> <p>Students will be able to explain and give examples of how individuals must make choices about how they spend their money and time because these are limited resources.</p> <p>Students will give examples of how individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else.</p>	<p>Listening Trio Activity: Students work in groups of 3 to be a Protagonist, Antagonist, and a Mirror. Protagonist argues for an idea, Antagonist argues the other side of the idea, and the Mirror summarized both points of view. Students are given 30 seconds to a minute to share their thoughts after discussing a topic.</p> <p>Students can create arguments for/against purchasing certain items.</p> <p>Scarcity Econ and Me talk about what can happen due to scarcity.</p>
	<p>A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p>	<p>Identify consumers and producers in the local community.</p>	<p>Students will define consumers as people who acquire goods and services to satisfy their personal needs, and producers are people and businesses that use resources to make goods and services.</p> <p>Students will define and goods are objects that satisfy people's wants and give examples, and define services are actions or activities that satisfy people's wants and give examples.</p>	<p>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>Chapter Book: The Toothpaste Millionaire by Jean Merrill.</p> <p>Collection of Books on Epic about Consumers and Producers</p> <p>Videos: Brain Pop: Goods and Services Review Economics for Kids: Producers and Consumers Additional Lesson: EconEdLink: We are Consumers and Producers Teacher Edition- pg. 393-420 <i>Magazine</i>- Producers and Consumers</p>

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	<p>A market is where buyers and sellers exchange goods and services.</p>	<p>Describe markets that exist in the local community.</p>	<p>Students will be able to identify that markets involve the interaction of buyers and sellers exchanging goods and services, and that they exist virtually and physically.</p> <p>Students will also be able to identify markets in the Lakewood Community.</p>	<p>Visit a local marketplace. Ask questions about what the students see happening: What are buyers and sellers exchanging? Is what is being exchanged a good or a service? When students return to the classroom, have them design a graphic illustration or a role-play exercise that demonstrates the exchange of goods and services they observed in the local market.</p> <p>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>In this goods and services website there are lessons about how to start a business.</p> <p>Videos: Brain Pop: Goods and Services Review Who's Buying? Who's Selling? Understanding Consumers and Producers by Jennifer S Larson <i>Teacher Edition</i>- pg. 393-420 <i>Magazine</i>- Producers and Consumers</p>
	<p>Making decisions involves weighing costs and benefits.</p>	<p>Evaluate the costs and benefits of an individual economic decision.</p>	<p>Students will understand and evaluate the costs and benefits associated with each personal decision.</p>	<p><i>Teacher Edition</i>- pg. 421-448 <i>Magazine</i>- Saving and Spending</p> <p>Hey Pop! :A place where students can learn about making decisions. Costs and Benefits of Three Little Pigs" Lesson Each Kindness by Jacqueline Woodson</p> <p>Mama Panya's Pancakes: A village Tale from Kenya by Mary and Rich Chamberlin</p>
	<p>A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>	<p>Explain how using a budget helps individuals make responsible economic choices.</p>	<p>Students will explain that a budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses, and how 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>Students will show an understanding that budgeting is important for organizing one's finances.</p>	<p><i>Teacher Edition</i>- pg. 421-448 <i>Magazine</i>- Saving and Spending</p> <p>Have students plan a budget for a class activity, make decisions about expenditures, and break down the cost for each element of the activity. This could be integrated into a stem activity in which students have to buy the supplies needed for an activity.</p> <p>'Rock, Brock, and the Savings Shock' by Sheila Bair</p> <p>Students can work on Making a Budget for their lives.</p>

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Additional Resources

<https://www.socialstudies.org/standards/national-curriculum-standards-social-studies>
<https://aos98.files.wordpress.com/2015/06/ncss-standards.pdf>
https://www.nciea.org/sites/default/files/publications/DOKsocialstudies_KH08.pdf
<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

[Funds for trade books to support each unit](#)

History Unit:

[Chronology for Kids - Understanding Time and Timelines | Timelines for Kids | 3rd Grade Social Studies](#) by Baby Professor

[Mapping Penny's World](#) Loreen Leedy- talks about mapping the world around you

Geography Unit:

[State Shapes: Ohio](#) (all states available) Erin McHugh- explores the diverse history, culture, resources and agriculture of each state

[What if Everybody Did That?](#) Ellen Javernick-examples of how actions can change the environment

[Here Comes The Garbage Barge!](#) By Jonah Winter-teaches environmental awareness

Government Unit:

[The Secret Knowledge of Grown-Ups](#) by David Wisniewski

Economics Unit:

[Money Madness](#) by David Adler