

Grade Three Social Studies

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.	Pacing
Content Statement 1. <i>Events in local history can be shown on timelines organized by years, decades, and centuries.</i> Learning Targets: <ul style="list-style-type: none"> • I can create a timeline and label significant events in local history. • I can understand units of time (years, decades, centuries). • I can apply chronological order to sequence events. 	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.
Content Vocabulary <ul style="list-style-type: none"> • community • decade • century • sequential order • timeline • primary sources • artifacts • significant • architecture • physical features • recreation • chronological order 	Academic Vocabulary <ul style="list-style-type: none"> • select • locate • distinguish • label • identify • understand • construct • investigate • explain • sequence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies

Integrations

- Mathematics
- Language Arts
- Science

Intervention Strategies

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Group students into cooperative learning groups.

Allow students to choose from a variety of assessment formats.

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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.	Pacing
Content Statement 2. <i>Primary sources, such as artifacts, maps, and photographs, can be used to show change over time.</i> Learning Targets: <ul style="list-style-type: none"> I can use primary sources (artifacts, maps, photographs) to show change over time. 	Content Elaborations Primary sources are first introduced to students in grade three. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. At this level, students learn to locate and use primary sources like artifacts, maps, and photographs. An artifact is a material object of a culture such as a tool, an article of clothing, or a prepared food. As students examine artifacts, maps, and photographs from the local community, they begin to understand the concept of change over time. Change may be observed in: <ul style="list-style-type: none"> Businesses Architecture Physical features Employment Education Transportation Technology Religion Recreation
Content Vocabulary <ul style="list-style-type: none"> community decade century 	Academic Vocabulary <ul style="list-style-type: none"> select locate distinguish

<ul style="list-style-type: none"> • sequential order • timeline • primary sources • artifacts • significant • architecture • physical features • recreation • chronological order 	<ul style="list-style-type: none"> • label • identify • understand • construct • investigate • explain • sequence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Mathematics • Language Arts • Science 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>History</i>	
Topic <i>Heritage</i>	Pacing
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.	
Content Statement 3. <i>Local communities change over time.</i> Learning Targets: <ul style="list-style-type: none"> I can describe how architecture, business, physical features, employment, education, transportation, technology, religion, and recreation have changed over time in the local community. 	Content Elaborations As students examine primary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government. Characteristics for analysis include architecture, business, physical features, employment, education, transportation, technology, religion, and recreation.
Content Vocabulary <ul style="list-style-type: none"> community decade century sequential order timeline primary sources artifacts significant architecture physical features recreation chronological order 	Academic Vocabulary <ul style="list-style-type: none"> select locate distinguish label identify understand construct investigate explain sequence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> Mathematics Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students,

- Science

English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Geography</i>	
Topic <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.	Pacing
Content Statement 4. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> I can locate places on a physical and political map by using the title, key, letter/grid, and cardinal directions. I can locate places on a physical, political, and local community map by using the title, key, letter/grid, and cardinal directions. 	Content Elaborations Political maps show boundaries, towns, and other human features while physical maps show physical features like elevation or landforms. Third-grade students can find the cardinal directions (NSEW) on a map. Intermediate directions (NE, NW, SE, and SW) are introduced in grade four. The use of an alphanumeric grid at this level prepares students for latitude and longitude in grade five social studies and graphing skills in mathematics. Third-grade students can use maps of the local community to find landmarks and other familiar places. When students say that the park is on the north side of main street, they demonstrate an understanding of relative location. If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location.
Content Vocabulary <ul style="list-style-type: none"> physical map political map map title map key alphanumeric (letter/number) grid cardinal directions physical feature compass rose 	Academic Vocabulary <ul style="list-style-type: none"> locate identify label recognize show describe understand compare

<ul style="list-style-type: none"> • relative location • absolute location • landmark • natural resources • environment • transportation • communication • cultural groups • diversity • artifacts • culture • human changes • artistic expression 	<ul style="list-style-type: none"> • construct • differentiate • draw • infer • create • examine
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Language Arts • Math • Science 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Geography</i>	
Topic <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.	Pacing
Content Statement 5. <i>Daily life is influenced by the agriculture, industry, and natural resources in different communities.</i> Learning Targets: <ul style="list-style-type: none"> I can infer how daily life has been influenced by the agriculture, industry, and natural resources in our community. I can examine artifacts and photographs to make inferences about daily life in our community. 	Content Elaborations 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.
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Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Geography</i>	
Topic <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.	Pacing
Content Statement 6. Evidence of human modifications of the environment can be observed in the local community. Learning Targets: <ul style="list-style-type: none"> I can give examples of human changes to the local environment (farmland used for a new subdivision or highway, buildings torn down for parking garage). 	Content Elaborations As students go about daily activities in the community, they see numerous examples of human changes to the environment. Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides, and pesticides.
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Content Statement 7. <i>Systems of transportation and communication move people, products, and ideas from place to place.</i> Learning Targets: <ul style="list-style-type: none"> I can name systems of transportation and communication that move people and products from place to place in our community. I can name systems of transportation that move people and products from place to place in our community. I can name systems of communication that move ideas and products from place to place in our community. 	Content Elaborations Students identify and then describe the systems of transportation used to move people and products from place to place. At this level, have students focus on systems of transportation that are visible in the local community. Systems of communication also move ideas and products from place to place. At this level, have students focus on systems of communication that are visible in the local community.
Content Vocabulary <ul style="list-style-type: none"> physical map political map map title map key alphanumeric (letter/number) grid cardinal directions physical feature compass rose relative location absolute location landmark natural resources environment transportation 	Academic Vocabulary <ul style="list-style-type: none"> locate identify label recognize show describe understand compare construct differentiate draw infer create examine

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Content Statement 8. <i>Communities may include diverse cultural groups.</i> Learning Targets: <ul style="list-style-type: none"> • I can explore the cultural practices and products of various groups of people living in our local community. • I can understand that a cultural group is a group of people who share one or more unique characteristics such as race, national origin, and ethnicity. • I can understand cultural diversity in our community. 	Content Elaborations A cultural group is a group of people who share one or more unique characteristics such as race, national origin, and ethnicity. Have students explore the cultural practices and products of various groups of people living in the local community, investigating forms of artistic expression, religion, language, and food. Communities are characterized by varying levels of diversity. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four. Note: Culture is a sensitive topic. Teachers and children should respect and honor diversity among cultural groups.
Content Vocabulary <ul style="list-style-type: none"> • physical map • political map • map title • map key • alphanumeric (letter/number) grid • cardinal directions • physical feature • compass rose • relative location • absolute location 	Academic Vocabulary <ul style="list-style-type: none"> • locate • identify • label • recognize • show • describe • understand • compare • construct • differentiate

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Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Government</i>	
Topic <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.	Pacing
Content Statement 9. <i>Members of local communities have social and political responsibilities.</i> Learning Targets: <ul style="list-style-type: none"> • I can name responsibilities of citizens in our local community. • I can name responsibilities of citizens in our local community that help preserve our democracy. • I can understand that social and political responsibilities impact the common good of our community. • I can understand that the common good is the interest or well-being of the whole community. 	Content Elaborations Local community members have social and political responsibilities that are important for preserving our democracy. Social and political responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws. An understanding of the social and political responsibilities of citizenship is very important to the concept of the common good (the interest or well-being of the whole community) in Content Statement 10.
Content Vocabulary <ul style="list-style-type: none"> • community • democracy • local government • city council • mayor • city manager • public services • taxes • voting • common good • legislative • executive • judicial • laws 	Academic Vocabulary <ul style="list-style-type: none"> • define • identify • tell • comprehend • describe • explain • recognize • differentiate

<ul style="list-style-type: none"> • rules • rights • authority • social and political responsibility • preserve • citizenship • common good • citizenship traits • consequences • obey • enforce • municipal government • county government • township government • special government 	
Formative Assessments	Summative Assessments
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Integrations <ul style="list-style-type: none"> • Language Arts • Guidance (character traits) 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

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Content Statement 10. Individuals make the community a better place by solving problems in a way that promotes the common good. Learning Targets: <ul style="list-style-type: none"> • I can identify how people can make the community a better place by solving problems in a way that promotes the common good. • I can understand that individuals participate effectively in our community when they exhibit citizenship traits. 	Content Elaborations There are a variety of ways individuals help solve problems to make the community a better place for everyone including: <ul style="list-style-type: none"> • Working to preserve the environment • Helping the homeless • Restoring houses in low-income areas • Supporting education • Planning community events • Starting a business • Understanding differences Individuals participate effectively in the community when they exhibit citizenship traits such as: <ul style="list-style-type: none"> • Civility • Respect for the rights and dignity of each person • Volunteerism • Compromise • Compassion • Persistence in achieving goals • Civic-mindedness The problem-solving process involves: <ul style="list-style-type: none"> • Identifying the problem • Gathering information • Listing and considering options • Considering advantages and disadvantages of options • Choosing and implementing a solution

Content Vocabulary <ul style="list-style-type: none"> • community • democracy • local government • city council • mayor • city manager • public services • taxes • voting • common good • legislative • executive • judicial • laws • rules • rights • authority • social and political responsibility • preserve • citizenship • common good • citizenship traits • consequences • obey • enforce • municipal government • county government • township government • special government 	Academic Vocabulary <ul style="list-style-type: none"> • define • identify • tell • comprehend • describe • explain • recognize • differentiate
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Strand <i>Government</i>	
Topic <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.	Pacing
Content Statement 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. Learning Targets: <ul style="list-style-type: none"> • I can understand that laws are rules that explain how people are expected to behave. • I can explain how laws keep us safe in our community and protect the rights of all people. • I can understand that laws apply to both individuals and groups, and there are consequences for not obeying the laws. 	Content Elaborations Laws are rules established by the government authority to describe how people are expected to behave. Laws provide safety, security and orderliness in the daily life of a community. Laws apply to both individuals and groups. For example: <ul style="list-style-type: none"> • Individuals – each driver is responsible for abiding by the speed limit when driving. • Groups – a parade permit issued by the government is necessary for a group of people to hold a parade. There are consequences for not obeying the laws.
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Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Government</i>	
Topic <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.	Pacing
Content Statement 12. Governments have authority to make and enforce laws. Learning Targets: <ul style="list-style-type: none"> • I can understand that the local government has authority to make and enforce laws. • I can understand that laws provide order, security, public services, and protection of individual rights. • I can understand that the local government has the authority to change laws as necessary. 	Content Elaborations Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection), and protection of individual rights. At this level, rights should focus on being safe and secure. Students will examine First Amendment rights in grade 4. Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration). Governments have the authority to change laws as necessary.
Content Vocabulary <ul style="list-style-type: none"> • community • democracy • local government • city council • mayor • city manager • public services • taxes • voting • common good • legislative • executive • judicial • laws • rules • rights • authority 	Academic Vocabulary <ul style="list-style-type: none"> • define • identify • tell • comprehend • describe • explain • recognize • differentiate

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Content Statement 13. The structure of local governments may differ from one community to another. Learning Targets: <ul style="list-style-type: none"> • I can explain how our local government is organized. • I can understand the four types of local government in Ohio (municipal, county, township, and special). • I can understand that our local government may be unlike that of another city. 	Content Elaborations Local governments in Ohio vary according to the way they are structured. At present, Ohio has more than 3,600 separate local government units. There are four types of local government in Ohio: municipal, county, township, and special. Students at this level should be familiar with the organization of their local government and understand that their local government may be unlike that of a nearby city.
Content Vocabulary <ul style="list-style-type: none"> • community • democracy • local government • city council • mayor • city manager • public services • taxes • voting • common good • legislative • executive • judicial • laws • rules • rights • authority 	Academic Vocabulary <ul style="list-style-type: none"> • define • identify • tell • comprehend • describe • explain • recognize • differentiate

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Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Economics</i>	
Topic <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.	Pacing
Content Statement 14. Line graphs are used to show changes in data over time. Learning Targets: <ul style="list-style-type: none"> • I can use and draw line graphs to show changes in data over time. • I can make a line graph with evenly spaced intervals (years, decades, centuries) and accurately plotted data. 	Content Elaborations Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line. Since students already are working with timelines in grade 3, they can practice making line graphs with evenly spaced intervals (years, decades, centuries) and accurately plotted data (e.g., constructing a line graph showing changes in production of corn in Ohio from 1900 to the present).
Content Vocabulary <ul style="list-style-type: none"> • economic incentives • scarcity • resources • goods • services • wants • needs • opportunity cost • production • consumption • consumer • producer 	Academic Vocabulary <ul style="list-style-type: none"> • identify • show • label • select • distinguish • interpret • make • choose • compare • examine • differentiate • compare

<ul style="list-style-type: none"> • market • seller • buyer • budget • finances • x-axis • y-axis • variable • plot • peak • valley • decades • centuries • interact • manage 	<ul style="list-style-type: none"> • contrast • analyze • monitor • understand
Formative Assessments	Summative Assessments
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Strand <i>Economics</i>	
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Content Statement 15. Both positive and negative incentives affect people's choices and behaviors. Learning Targets: <ul style="list-style-type: none"> I can identify positive and negative economic incentives that affect people's choices. 	Content Elaborations Positive economic incentives reward people financially for making certain choices and behaving in a certain way, for example: <ul style="list-style-type: none"> Extra money for raking leaves Free toy with a meal Allowance for doing chores at home Negative economic incentives penalize people financially for making certain choices and behaving in a certain way, for example: <ul style="list-style-type: none"> Late fee for a library book Cost of receiving a speeding ticket Fine for littering at the park
Content Vocabulary <ul style="list-style-type: none"> economic incentives scarcity resources goods services wants needs opportunity cost production consumption consumer producer 	Academic Vocabulary <ul style="list-style-type: none"> identify show label select distinguish interpret make choose compare examine differentiate compare

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Strand <i>Economics</i>	
Topic <i>Scarcity</i> There are not enough resources to produce all the goods and services that people desire.	Pacing
Content Statement 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. Learning Targets: <ul style="list-style-type: none"> I can understand that we make decisions because of the scarcity of resources. I can understand and explain that scarcity is the lack of sufficient resources to produce the goods and services people want. I can identify opportunity cost as making a choice that means giving up the chance to get something else. 	Content Elaborations Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire. You cannot have more of anything you want without having less of something else you want. Every choice involves a cost, which means giving up the chance to get something else. This is called opportunity cost.
Content Vocabulary <ul style="list-style-type: none"> economic incentives scarcity resources goods services wants needs opportunity cost production consumption consumer producer market seller buyer budget 	Academic Vocabulary <ul style="list-style-type: none"> identify show label select distinguish interpret make choose compare examine differentiate compare contrast analyze monitor understand

<ul style="list-style-type: none"> finances x-axis y-axis variable plot peak valley decades centuries interact manage 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> Math Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Economics</i>	
Topic <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.	Pacing
Content Statement 17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. Learning Targets: <ul style="list-style-type: none"> • I can define a consumer as a person whose wants are satisfied by using goods and services. • I can define a producer as a person that makes goods and/or provides services. • I can identify goods as objects that are capable of satisfying people's wants. • I can identify services as actions that are capable of satisfying people's wants. 	Content Elaborations Consumers are people who use goods and services to satisfy their personal needs and not for resale or in the production of other goods and services. Producers are people and businesses that use resources to make goods and services. Goods are objects that are capable of satisfying people's wants. Services are actions that are capable of satisfying people's wants.
Content Vocabulary <ul style="list-style-type: none"> • economic incentives • scarcity • resources • goods • services • wants • needs • opportunity cost • production • consumption • consumer • producer • market • seller 	Academic Vocabulary <ul style="list-style-type: none"> • identify • show • label • select • distinguish • interpret • make • choose • compare • examine • differentiate • compare • contrast • analyze

<ul style="list-style-type: none"> • buyer • budget • finances • x-axis • y-axis • variable • plot • peak • valley • decades • centuries • interact • manage 	<ul style="list-style-type: none"> • monitor • understand
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Math • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Economics</i>	
Topic <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.	Pacing
Content Statement 18. A market is where buyers and sellers exchange goods and services. Learning Targets: <ul style="list-style-type: none"> I can define a market as a place where buyers and sellers exchange goods and services. 	Content Elaborations Markets involve the interaction of buyers and sellers exchanging goods and services. The market is the place where people purchase the goods or services that they need from the businesses that sell them.
Content Vocabulary <ul style="list-style-type: none"> economic incentives scarcity resources goods services wants needs opportunity cost production consumption consumer producer market seller buyer budget finances x-axis y-axis variable plot 	Academic Vocabulary <ul style="list-style-type: none"> identify show label select distinguish interpret make choose compare examine differentiate compare contrast analyze monitor understand

<ul style="list-style-type: none"> • peak • valley • decades • centuries • interact • manage 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Math • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Economics</i>	
Topic <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.	Pacing
Content Statement 19. Making decisions involves weighing costs and benefits. Learning Targets: <ul style="list-style-type: none"> • I can understand that making decisions involves giving something up to get something which is more beneficial to me. • I can understand there are costs and benefits when making a decision. • I can understand when making financial decisions I should consider the alternatives and consequences. 	Content Elaborations At this level, students need to understand that there are costs and benefits associated with each personal decision. A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision. This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences. Students also understand that the cost of a decision is not always monetary.
Content Vocabulary <ul style="list-style-type: none"> • economic incentives • scarcity • resources • goods • services • wants • needs • opportunity cost • production • consumption • consumer • producer • market • seller • buyer 	Academic Vocabulary <ul style="list-style-type: none"> • identify • show • label • select • distinguish • interpret • make • choose • compare • examine • differentiate • compare • contrast • analyze • monitor

<ul style="list-style-type: none"> • budget • finances • x-axis • y-axis • variable • plot • peak • valley • decades • centuries • interact • manage 	<ul style="list-style-type: none"> • understand
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Math • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .

Grade Three Social Studies

Theme <i>Communities: Past and Present, Near and Far</i>	
Strand <i>Economics</i>	
Topic <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.	Pacing
Content Statement 20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible. Learning Targets: <ul style="list-style-type: none"> • I can understand that a budget helps people take personal responsibility for financial decisions. • I can explain that a budget helps people make economic decisions for the present and future. • I can understand that budgets help me organize my personal finances and manage my money. 	Content Elaborations A budget helps individuals take personal responsibility for financial decisions. A budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses. Budgeting is important for organizing personal finances and managing cash flow.
Content Vocabulary <ul style="list-style-type: none"> • economic incentives • scarcity • resources • goods • services • wants • needs • opportunity cost • production • consumption • consumer • producer • market • seller • buyer • budget • finances 	Academic Vocabulary <ul style="list-style-type: none"> • identify • show • label • select • distinguish • interpret • make • choose • compare • examine • differentiate • compare • contrast • analyze • monitor • understand

<ul style="list-style-type: none"> • x-axis • y-axis • variable • plot • peak • valley • decades • centuries • interact • manage 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations <ul style="list-style-type: none"> • Math • Language Arts 	Intervention Strategies Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at www.cast.org .