Clear Learning Targets

SOCIAL STUDIES
COMMUNITIES: PAST AND PRESENT, NEAR AND FAR
GRADE 3

CURRICULUM RESOURCES

Aligned with Ohio’s Learning Standards for Social Studies

Office of Teaching and Learning – Curriculum Division
<table>
<thead>
<tr>
<th>HI.1</th>
<th>Place events accurately on a timeline organized by years, decades and centuries.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
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<td><strong>Extended Understanding</strong></td>
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<td>- sequential order</td>
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</tbody>
</table>

**Ultimate Learning Target**

**Type:** Skill

**Broad Learning Target:**
- The student can place events accurately on a timeline organized by years, decades and centuries.

**Underpinning Knowledge Learning Targets:**
- The student can define year, decade, and century.
- The student can explain the purpose of a timeline.

**Underpinning Skills Learning Targets:**
- The student can differentiate between units of time (years, decades, centuries).
- The student can recognize sequential order of events in local history.
- The student can list events in historical order.
- The student can place events on a timeline.
- The student can arrange events from a timeline in order.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.

- Group students into cooperative learning groups.

- Allow students to choose from a variety of assessment formats.

Sample Question Stems and Performance Tasks

- Using the timeline as a reference, give the order in which each of the following events happened (first, second, third, etc.).

- Match each listed event below with the correct location from the timeline.

- (Insert local historical event here) occurred in (insert year here). Where on the timeline does this event belong?

- Drag and drop the events listed into the appropriate places on the timeline.

- Which event belongs in Box 3?

HI.2.1 (Prior Grade Standard)
Measure calendar time by days, weeks, months and years.
Place a series of related events in chronological order on a timeline.

HI.4.1 (Future Grade Standard)
Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
# Ohio’s Learning Standards - Clear Learning Targets

**Social Studies, Grade 3**

<table>
<thead>
<tr>
<th>HI.2</th>
<th>Use artifacts, maps and photographs to evaluate change in the local community.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
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<tr>
<td></td>
<td>- Primary sources</td>
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<tr>
<td></td>
<td>- Locate sources</td>
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<td>- Evaluate information</td>
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<td><strong>Extended Understanding</strong></td>
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<tr>
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<td>- Concept of change over time</td>
</tr>
<tr>
<td></td>
<td>- Justify categorization as primary source</td>
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<td></td>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>- primary sources</td>
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<tr>
<td></td>
<td>- artifacts</td>
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<tr>
<td></td>
<td>- architecture</td>
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<tr>
<td></td>
<td>- physical features</td>
</tr>
<tr>
<td></td>
<td>- employment</td>
</tr>
<tr>
<td></td>
<td>- recreation</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type:** Reasoning

- **Broad Learning Target:**
  - The student can use artifacts, maps and photographs to evaluate change in the local community.

- **Underpinning Knowledge Learning Targets:**
  - The student can define primary source and artifact.

- **Underpinning Skill Learning Targets:**
  - The student can identify primary sources like artifacts, maps and photographs that might be connected with the local community.
  - The student can identify different types of primary sources.
  - The student can describe a change using two or more primary sources.

- **Underpinning Reasoning Learning Targets:**
  - The student can compare characteristics of a community over time, using two or more primary sources.
  - The student can determine whether a source is primary.
  - The student can evaluate information from primary sources.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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: businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation.

- 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 community listed in the content elaborations (businesses, architecture, physical features, employment, education, transportation, technology, religion and recreation).

- Students use artifacts, maps and photographs to write and illustrate a Then and Now Book related to specific topics (e.g., 1800s classroom, grocery items, housing, jobs).

Sample Question Stems and Performance Tasks

- Which source would be considered a primary source about ________?

- What primary sources might be useful if you wanted to compare transportation (or another characteristic) over time in Columbus?

- Given the two following primary sources, compare the architecture (or another characteristic) evident in both.

<table>
<thead>
<tr>
<th>HI.2.2 (Prior Grade Standard)</th>
<th>HI.4.2 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use artifacts, maps and photographs to describe how daily life has changed over time.</td>
<td>Research, organize and evaluate information from primary and secondary sources to create an historical narrative.</td>
</tr>
</tbody>
</table>
# Ohio’s Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

<table>
<thead>
<tr>
<th>HI.3</th>
<th>Research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Process of research, analysis, organization and presentation of historical information
- Visible changes over time in the local community

**Extended Understanding**
- Less obvious changes/effects over time in the community

**Academic Vocabulary/Language**
- primary sources
- community
- architecture
- physical features
- employment
- recreation

**Ultimate Learning Target**  
**Type: Product**

**Broad Learning Target:**
- The student can research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.

**Underpinning Skill Learning Targets:**
- The student can describe a change in a characteristic of the local community based on two or more primary sources.
- The student can organize information in a logical, sequential order.
- The student can locate information about a specific community characteristic.

**Underpinning Reasoning Learning Targets:**
- The student can compare characteristics of a community over time, using two or more primary sources.
- The student can evaluate information from primary sources.

**Underpinning Reasoning Learning Targets:**
- The student can create a presentation based on research specific to one of the community’s characteristics.
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.

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.

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: R=Role: 1800s farmer; A=Audience: family in Germany; F=Format: letter; T=Topic: farming in Ohio. Other roles from this time period might include a homemaker, local businessperson, schoolteacher, Moravian missionary or young child.

**Sample Question Stems and Performance Tasks**

- Which source would be considered a primary source about ________?

- What primary sources might be useful if you wanted to compare transportation (or another characteristic) over time in Columbus?

- Given the two following primary sources, compare the architecture (or another characteristic) evident in both.

- Explain the change in Columbus over time, since its founding, specific to transportation (or another characteristic that you researched). Be sure to include evidence from primary sources from at least three different periods of time.

**HI.2.3 (Prior Grade Standard)**
Describe how science and technology have changed daily life.

**HI.5.3 (Future Grade Standard)**
European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.
# Ohio’s Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

<table>
<thead>
<tr>
<th>GE.4</th>
<th><strong>Describe characteristics of physical and political maps and identify the purpose for each.</strong> Use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Types of maps
- Purposes of different maps
- Using maps to locate places

**Extended Understanding**
- Maps as representation of communities
- Relative and absolute locations

**Academic Vocabulary/Language Tier 3**
- physical maps
- political maps
- cardinal directions
- alphanumeric grid
- landmarks

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**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can describe characteristics of physical and political maps and identify the purpose for each.
- The student can use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.

**Underpinning Knowledge Learning Targets:**
- The student can describe a physical map and explain its purpose.
- The student can describe a political map and explain its purpose.

**Underpinning Skills Learning Targets:**
- The student can identify components on a map, including title, key, alphanumeric grid and cardinal directions.
- The student can identify boundaries, towns, and other human features on a political map.
- The student can identify physical features like elevation or landforms on a physical map.
- The student can utilize an alphanumeric grid.
- The student can use the components of a map to locate places.

**Underpinning Reasoning Learning Targets:**
- The student can categorize a map as political or physical.
- The student can justify why a map should be labeled as political or physical.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.)

- Use a county map to find familiar streets, landmarks and other features. Have students answer basic questions about location.

- 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.

- Use cooperative groupings for work with maps.

Sample Question Stems and Performance Tasks

- Look at the map of Columbus. Identify which component (A, B, C, or D) is the title, key, etc. on the map.

- Look at the map of our neighborhood. Where is the playground located? Location G11, B5, E8, or H 10?

- Explain the difference between a physical map and a political map.

- Describe the location of the police station in relation to the church (for example, northeast, 2 blocks west)

- Is this map political or physical? Explain how you can tell.

GE.2.5 (Prior Grade Standard)
Describe the information provided on print and electronic maps using a map and its symbols.
Construct a map that includes a map title and key.

GE.4.9 (Future Grade Standard)
Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.
### Ohio’s Learning Standards - Clear Learning Targets
**Social Studies, Grade 3**

<table>
<thead>
<tr>
<th>GE.5</th>
<th>Evaluate the influence of agriculture, industry and natural resources on daily life.</th>
<th>Essential Understanding</th>
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<tbody>
<tr>
<td></td>
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<td>– Outside influences on daily life</td>
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<tr>
<td></td>
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<td>– Observations and inferences</td>
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<td>– Compare and contrast</td>
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<td>– Cause and effect</td>
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<td></td>
<td>Extended Understanding</td>
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<tr>
<td></td>
<td></td>
<td>– External influences on agriculture, industry, and natural resources</td>
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<td>– Supply and demand</td>
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<td></td>
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<td>Academic Vocabulary/Language</td>
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<td></td>
<td></td>
<td>– agriculture</td>
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<td></td>
<td></td>
<td>– industry</td>
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<td></td>
<td></td>
<td>– natural resources</td>
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</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can evaluate the influence of agriculture, industry and natural resources on daily life.

**Underpinning Skills Learning Targets:**
- The student can interpret artifacts and photographs from the past and present, and places near and far.

**Underpinning Reasoning Learning Targets:**
- The student can make inferences about the influence of agriculture, industry and natural resources on daily life.
- The student can make comparisons about these influences on daily life between communities, or between past and present.
- The student can determine the cause or demand that created specific characteristics of daily life in a community.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- As students communicate with pen pals or e-pals in other communities, they will explore the agriculture industry and natural resources throughout their region. Guide students to recognize the influence that agriculture and natural resources have on daily life across communities. Students will generate and exchange responses with their e-pals regarding practices related to agriculture and natural resources. They will ask questions relative to the types of careers available within agriculture and natural resources, and the types of places people work (e.g., large companies, small businesses, entrepreneurs). Students will learn about the types of careers available throughout their respective communities, and compare and contrast those practices with their own community, particularly in relation to the tools, resources, and technologies available.

- Create a collage of materials that are found in the local area to help students make inferences about the influence of agriculture, industry, etc.

Sample Question Stems and Performance Tasks

- What observations can you make from the artifact or photograph?

- From the photograph, what is different about the clothing these children wore to school?

- When you examine the brochure, what appears to be the main reason why people would come/go to ______________?

- After looking at the advertisements, what seems to be important to people of this time?

- What can you tell about the industry of ______________ from the background in the photograph?

- Why do you think ______________ is such an important factor in this community?

- Look at the map. Which letter represents a community that most likely is influenced by (insert industry or resource)?

GE.2.6 (Prior Grade Standard)
The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

GE.4.10 (Future Grade Standard)
The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
# Ohio’s Learning Standards - Clear Learning Targets

**Social Studies, Grade 3**

**GE.6**
Describe examples of human modification to the environment in the local community.

**Essential Understanding**
- How humans have modified their environment over time

**Extended Understanding**
- Positive and negative incentives and consequences to these modifications

**Academic Vocabulary/Language Tier 3**
- modification
- environment
- community
- any vocabulary specific to local modifications (ie. dam, subdivision, interstate, herbicide)

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**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**
- The student can describe examples of human modification to the environment in the local community.

**Underpinning Knowledge Learning Targets:**
- The student can describe changes in their community caused by humans, both visible and less obvious.

**Underpinning Skills Learning Targets:**
- The student can compare before and after pictures of an area in their community.
- The student can identify human modifications to the environment in the daily activities (playground, sidewalks in the park, retaining wall)
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes.

Sample Question Stems and Performance Tasks

- What are the differences between our community in the first photograph and our community in the second photograph?

- In looking at the two photographs (or a location presently), why do you think the property owners [or the community/city] (insert modification)?

- If (insert modification) had not occurred, how would ____________ be different today?

- We are going to take a neighborhood walk today. Make observations of all of the human modifications you can see.

- From the list of changes in our community below, which are human modifications?

GE.2.7 (Prior Grade Standard)
Human activities alter the physical environment, both positively and negatively.

GE.4.12 (Future Grade Standard)
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.
## Ohio’s Learning Standards - Clear Learning Targets

**Social Studies, Grade 3**

<table>
<thead>
<tr>
<th>GE.7</th>
<th>Describe systems of transportation used to move people and products from place to place.</th>
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<tbody>
<tr>
<td></td>
<td>Essential Understanding</td>
</tr>
<tr>
<td></td>
<td>- How systems of transportation and communication work</td>
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<tr>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td>- Evolution of systems over time</td>
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<td></td>
<td>- Interdependence of systems</td>
</tr>
<tr>
<td></td>
<td>- Impact and influence of these systems on community, society, and economy</td>
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<td></td>
<td>Academic Vocabulary/Language Tier 3</td>
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<tr>
<td></td>
<td>- transportation</td>
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<td></td>
<td>- communication</td>
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<tr>
<td></td>
<td>- products</td>
</tr>
<tr>
<td></td>
<td>- efficiency</td>
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<tr>
<td></td>
<td>- system</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**
- The student can describe systems of transportation used to move people and products from place to place.
- The student can describe systems of communication used to move ideas from place to place.

**Underpinning Knowledge Learning Targets:**
- The student can identify systems of transportation that are visible in the local community.
- The student can identify systems of communication that are visible in the local community.
- The student can explain how systems of transportation in the local community work.
- The student can explain how systems of communication in the local community work.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.

- Lesson Plan: Systems of Transportation and Communication
  [http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80532573](http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80532573)

Sample Question Stems and Performance Tasks

- What is transportation?

- What are some ways that people can communicate with each other in our community?

- If I wanted to transport ___________ from one place to another in our community, how could I do that?

- What is ________________ (insert local transportation system – bus, train, etc.)?

(Prior Grade Standard) N/A

GE.4.14 (Future Grade Standard)

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.
# Ohio’s Learning Standards - Clear Learning Targets

## Social Studies, Grade 3

<table>
<thead>
<tr>
<th>GE.8</th>
<th>Compare cultural products and practices of different groups who live in the local community.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
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<tr>
<td></td>
<td>- The role of diversity in the local community</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
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<tr>
<td></td>
<td>- The impact and influence of diverse groups on the community and vice versa</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>- culture</td>
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<td></td>
<td>- race</td>
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<td>- origin</td>
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<td></td>
<td>- ethnicity</td>
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<tr>
<td></td>
<td>- diversity</td>
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</tbody>
</table>

### Ultimate Learning Target

**Type:** Reasoning

**Broad Learning Target:**
- The student can compare cultural products and practices of different groups who live in the local community.

**Underpinning Knowledge Learning Targets:**
- The student can define diversity.
- The student can cite evidence of diversity in the local community.
- The student can identify different groups in the local community.

**Underpinning Skills Learning Targets:**
- The student can describe cultural practices and products of various groups of people living in the local community.
- The student can investigate forms of artistic expression, religion, language and food of each of the groups.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- Bring in speakers from the different cultures represented in the community to discuss practices and share the products of their culture.

- 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.

<table>
<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>

Students will realize that cultures have commonalities.

Sample Question Stems and Performance Tasks

- How is diversity reflected in your local community?

- Discuss some of the different groups of people who live in your community.

- What are some characteristics that groups in your community have in common? How are they different?

- What is diversity?

GE.2.9 (Prior Grade Standard)
Interactions among cultures lead to sharing ways of life.

GE.5.10 (Future Grade Standard)
The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.
## Ohio’s Learning Standards - Clear Learning Targets
### Social Studies, Grade 3

<table>
<thead>
<tr>
<th>GO.9</th>
<th>Explain the social and political responsibilities of local community members.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Responsible citizenship in the local community</td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Rights and participation of citizens</td>
<td>- Citizenship responsibilities at the state and national levels</td>
</tr>
<tr>
<td></td>
<td>- Citizenship responsibilities at the state and national levels</td>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td></td>
<td>- social responsibilities</td>
<td><strong>Tier 3</strong></td>
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<tr>
<td></td>
<td>- political responsibilities</td>
<td>- taxes</td>
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<tr>
<td></td>
<td>- voting</td>
<td>- citizenship</td>
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<tr>
<td></td>
<td>- democracy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Knowledge</th>
<th>Broad Learning Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The student can explain the social and political responsibilities of local community members.</td>
</tr>
</tbody>
</table>

**Underpinning Knowledge Learning Targets:**
- The student can identify and define social responsibilities in the local community.
- The student can identify and define political responsibilities in the local community.

**Underpinning Reasoning Learning Targets:**
- The student can explain why responsibilities help preserve our democracy.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- To model the voting process for students, create a classroom community where issues are decided by vote.

Sample Question Stems and Performance Tasks

- Circle the activities on the list that could be considered to be social or political responsibilities of a community member.

- Explain why the following activity is either a political or social responsibility.

- Give two examples of social responsibilities.

- How are you fulfilling your social or political responsibilities in your school and/or local community?

- Why is the following political or social responsibility important to the community? What would be the result if people did not fulfill this responsible?

GO.2.10 (Prior Grade Standard)
Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

GO.4.15 (Future Grade Standard)
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.
## Ohio’s Learning Standards - Clear Learning Targets
### Social Studies, Grade 3

<table>
<thead>
<tr>
<th>GO.10</th>
<th>Explain how individuals make the community a better place by solving problems in a way that promotes the common good.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- How problems in the community can be solved</td>
<td></td>
<td>- common good</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
<td></td>
<td>- citizenship traits</td>
</tr>
<tr>
<td></td>
<td>- Individuals or groups working together to solve large-scale issues</td>
<td></td>
<td>- civility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- compromise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- volunteerism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- compassion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- persistence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- civic-mindedness</td>
</tr>
</tbody>
</table>

### Broad Learning Target:
- The student can explain how individuals make the community a better place by solving problems in a way that promotes the common good.

### Underpinning Knowledge Learning Targets:
- The student can describe the problem-solving process.
- The student can identify citizenship traits.
- The student can discuss examples of how individuals solve problems in their community.
- The student can explain the concept of common good.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- There are a variety of ways individuals help solve problems to make the community a better place for everyone including: 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.

- Individuals participate effectively in the community when they exhibit citizenship traits such as: civility; respect for the rights and dignity of each person; volunteerism; compromise; compassion; persistence in achieving goals; and civic-mindedness.

- The problem-solving process involves: identifying the problem; gathering information; listing and considering options; considering advantages and disadvantages of options; and choosing and implementing a solution.

- Have students model promoting the common good by helping other students in their class or in the lower grades (e.g., tutoring, reading aloud).

- 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.

Sample Question Stems and Performance Tasks

- Read the story. What step of the problem-solving process did the main character forget?

- Which citizenship trait did the main character in the paragraph demonstrate and how do you know?

- Based on the information you’ve just read, how could the people involved solve this problem?

- Identify a problem in your community. What are some things that could be done to address the problem?

- Which of the two actions promotes the common good of the community and how?

- Based upon the text or the discussion, what is an advantage to the option presented and what is a disadvantage?

GO.2.11 (Prior Grade Standard)
Groups are accountable for choices they make and actions they take.

GO.4.17 (Future Grade Standard)
Effective participants in a democratic society engage in compromise.
## Ohio’s Learning Standards - Clear Learning Targets
### Social Studies, Grade 3

<table>
<thead>
<tr>
<th>GO.11</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how laws affect the behavior of individuals and groups in a community.</td>
<td>Importance of laws</td>
<td>laws</td>
</tr>
<tr>
<td>Explain the benefits of having laws in a local community.</td>
<td>Large-scale impact of people following or not following the laws</td>
<td>consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>public services</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target Type: Reasoning

**Broad Learning Target:**
- The student can explain how laws affect the behavior of individuals and groups in a community.
- The student can explain the benefits of having laws in a local community.

**Underpinning Knowledge Learning Targets:**
- The student can define laws and explain their purpose.
- The student can identify several examples of laws in the local community.
- The student can tell whether a law applies to an individual or group.

**Underpinning Reasoning Learning Targets:**
- The student can explain consequences a person might face if they don’t follow a specific law.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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: 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.
- 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.

Sample Question Stems and Performance Tasks

- Give two examples of rules in our school and explain why we need to have those rules.
- What are some laws in our community? Describe what might happen if we didn’t have one of those laws.
- Circle the laws that are for groups and underline the ones that are for individuals.
- Read the story. How was having a rule in place important in the story? What might have happened otherwise?

GO.2.12 (Prior Grade Standard)
There are different rules that govern behavior in different settings.

GO.4.18 (Future Grade Standard)
Laws can protect rights, provide benefits and assign responsibilities.
<table>
<thead>
<tr>
<th>GO.12</th>
<th>Explain why governments have authority to make and enforce laws.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Role of local government in making and enforcing laws

**Extended Understanding**
- Broader role of government in the area of laws
- Citizens’ participation in the area of local laws

**Academic Vocabulary/Language Tier 3**
- government
- authority
- enforce
- order
- security
- public services
- consequences

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can explain why governments have authority to make and enforce laws.

**Underpinning Knowledge Learning Targets:**
- The student can identify local laws that provide safety and security.

**Underpinning Reasoning Learning Targets:**
- The student can explain the need for having laws.
- The student can explain the need for enforcement of laws.
- The student can explain the need for consequences of not obeying the laws.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.

Sample Question Stems and Performance Tasks

- Which of the examples in the list are rules or laws that keep people safe or secure?

- In the story, how would the main character’s actions have changed if there had been no consequences?

- Who in our community (class, school, local, etc.) is responsible for enforcing the rules/laws? Why do we need them to do this?

- Give an example of and discuss a time when it might be necessary to create a new law or change an existing one.

(Prior Grade Standard)

N/A

GO.4.21 (Future Grade Standard)

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.
## Ohio’s Learning Standards - Clear Learning Targets

**Social Studies, Grade 3**

<table>
<thead>
<tr>
<th>GO.13</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the structure of the local government.</td>
<td>- Framework of local government</td>
<td>- structure</td>
</tr>
<tr>
<td></td>
<td>- Interdependence of the government structure components</td>
<td>- government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- municipal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- county</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- township</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type: Knowledge**

### Broad Learning Target:
- The student can explain the structure of the local government.

### Underpinning Knowledge Learning Targets:
- The student can list the types of local government.
- The student can recognize that their local government may be different from another community.
- The student can identify characteristics of the different types of local government in Ohio.
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.

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.

State and Local Government on the Net http://www.statelocalgov.net/state-oh.cfm. 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.

Sample Question Stems and Performance Tasks

Read the information. Based upon what you read, what form of local government is described? How do you know?

Describe your local government. Be sure to include what form of government it is and what positions are included in the structure.

Explain why all locations in Ohio do not have the same form of local government.

(Prior Grade Standard)
N/A

GO.4.20 (Future Grade Standard)
A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.
### Ohio’s Learning Standards - Clear Learning Targets

**Social Studies, Grade 3**

<table>
<thead>
<tr>
<th>EC.14</th>
<th>Construct line graphs showing change over time using data related to a specific topic.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Representations of change over time in a line graph</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods of representing data to show change over time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inferencing based upon data represented in graphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>line graph</td>
</tr>
<tr>
<td>data</td>
</tr>
<tr>
<td>Intervals</td>
</tr>
<tr>
<td>x-axis</td>
</tr>
<tr>
<td>y-axis</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Skill**

**Broad Learning Target:**
- The student can construct line graphs showing change over time using data related to a specific topic.

**Underpinning Skills Learning Targets:**
- The student can read and interpret information from a line graph.
- The student can plot data on a line graph to show change over time.
- The student can construct a line graph with an x-axis and a y-axis.
- The student can create a line graph to show information on a topic.

**Underpinning Reasoning Learning Targets:**
- The student can determine what intervals to use based on the data to be graphed.
- The student can explain and make inferences about the information on a line graph.
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).

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.

Each area of change could be studied as a unit. 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?).

Sample Question Stems and Performance Tasks

- The line graph represents the number of drivers on a street over 3 months. What is happening to the overall usage?
- Based upon the information in the line graph, what would you expect to happen in the next week? Why?
- What information is shown in the line graph?
- What interval would be most appropriate to use based upon the information in the story?
- If you wanted to use a line graph to show the money the students in the story earned, would it be most reasonable to use a day interval, a week interval, a month interval, or a year interval?
- Construct a line graph representing the change in population in your community over time.

EC.2.13 (Prior Grade Standard)
Information displayed on bar graphs can be used to compare quantities.

EC.4.22 (Future Grade Standard)
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).
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student can give examples of positive and negative incentives that affect people’s choices and behaviors.</td>
<td>The student can define and give examples of a positive economic incentive.</td>
<td>The student can explain determine whether an economic incentive is positive or negative.</td>
</tr>
</tbody>
</table>

**EC.15**

Give examples of positive and negative incentives that affect people’s choices and behaviors.

**Essential Understanding**
- Financial incentives

**Extended Understanding**
- Economic pros and cons, including incentives, benefits, and costs

**Academic Vocabulary/Language**
- Tier 2
  - positive
  - negative
- Tier 3
  - economic incentive
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Positive economic incentives reward people financially for making certain choices and behaving in a certain way, for example: extra money for raking leaves; free toy with a meal; and allowance for doing chores at home.

- Negative economic incentives penalize people financially for making certain choices and behaving in a certain way, for example: late fee for a library book; cost of receiving a speeding ticket; and fine for littering at the park.

- Lesson Plan: Incentives Influence Us - http://www.econedlink.org/lessons/index.php?lid=378&type=educator. 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.

Sample Question Stems and Performance Tasks

- Move the incentives to the Venn diagram in either the positive or negative economic incentive category. If it is both positive and negative, place it in the middle.

- In the story, what was the positive economic incentive?

- Describe a time when you have had a positive or negative economic incentive that affected how you behaved or a choice that you made.

- Read the information. Is the economic incentive a positive one or a negative one? Why?

- Brainstorm a list of economic incentives with your group. Sort them into positive or negative.

(Prior Grade Standard)
N/A

EC.5.14 (Future Grade Standard)
The choices people make have both present and future consequences.
<table>
<thead>
<tr>
<th>EC.16</th>
<th>Describe the opportunity cost of an individual economic decision.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>– Opportunity cost in the economic decision making process</td>
<td>– scarcity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Extended Understanding</td>
<td>– resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Availability of resources in relation to opportunity costs</td>
<td>– opportunity costs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– economic</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type:** Reasoning

**Broad Learning Target:**
- The student can describe the opportunity cost of an individual economic decision.

**Underpinning Knowledge Learning Targets:**
- The student can define opportunity cost.
- The student can explain scarcity.

**Underpinning Reasoning Learning Targets:**
- The student can explain scarcity in specific economic decision situations.
- The student can give examples of opportunity costs.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- Lesson Plan: Toys for Me  [http://www.econedlink.org/lessons/index.php?lid=517&type=educator](http://www.econedlink.org/lessons/index.php?lid=517&type=educator). 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. Money Troubles 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.

Sample Question Stems and Performance Tasks

- Which of the following scenarios is an example of scarcity?

- In the story, what was the opportunity cost of the main character’s economic decision?

- Read the information. Is scarcity present in this situation and how so?

<table>
<thead>
<tr>
<th>EC.2.14 (Prior Grade Standard)</th>
<th>EC.5.15 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources can be used in various ways.</td>
<td>The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</td>
</tr>
</tbody>
</table>
Ohio’s Learning Standards - Clear Learning Targets
Social Studies, Grade 3

<table>
<thead>
<tr>
<th>EC.17</th>
<th>Identify consumers and producers in the local community.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential Understanding</td>
</tr>
<tr>
<td></td>
<td>Production and consumption</td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship, risk-taking, and competition</td>
</tr>
<tr>
<td></td>
<td>Academic Vocabulary/Language</td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>producers</td>
</tr>
<tr>
<td></td>
<td>consumers</td>
</tr>
<tr>
<td></td>
<td>production</td>
</tr>
<tr>
<td></td>
<td>consumption</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**
Type: Knowledge

**Broad Learning Target:**
- The student can identify consumers and producers in the local community.

**Underpinning Knowledge Learning Targets:**
- The student can define consumers.
- The student can define producers.
- The student can identify goods and services produced in the local community.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.

- Junior Achievement: http://www.ja.org/. Multiple resources are available for grade three, including lesson plans. Search for producers and consumers.

Sample Question Stems and Performance Tasks

- Move the consumers in the list to the “Consumers” column on the t-chart. Move the producers in the list to the “Producers” column on the t-chart.

- Read the paragraph. Who is the producer and who is the consumer? How do you know?

- What are some goods or services produced in your local community? What groups of people consume them?

- Put a “G” next to the items that are considered goods, and an “S” next to the items that are considered services.

- Describe a time when you were the consumer. What did you consume? Who was the producer?

- Has there ever been a time when you were a producer? If so, what did you produce? Who consumed your good or service?

EC.2.16 (Prior Grade Standard)
Most people around the world work in jobs in which they produce specific goods and services.

EC.4.23 (Future Grade Standard)
Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.
### Ohio’s Learning Standards - Clear Learning Targets
#### Social Studies, Grade 3

**EC.18**

<table>
<thead>
<tr>
<th>I can describe markets that exist in the local community.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Basic market function

**Extended Understanding**
- Factors that impact a market (supply and demand)

**Academic Vocabulary/Language**
- Tier 3
  - market
  - buyer
  - seller
  - exchange
  - goods
  - services

---

**Ultimate Learning Target**
Type: Knowledge

**Broad Learning Target:**
- The student can describe markets that exist in the local community.

**Underpinning Knowledge Learning Targets:**
- The student can define market.
- The student can identify markets in the local community.
- The student can explain how purchasing and selling happens in a market.

**Underpinning Reasoning Learning Targets:**
- The student can determine whether buying or selling (or both) is occurring in specific local situations.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- 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.

- 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.

- 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.

Sample Question Stems and Performance Tasks

- Which of the following locations could be considered markets?

- In the specific example, is the location a market? If so, what is being exchanged? Who is selling and who is buying?

- What markets are in your local community? How often do you and your classmates engage in market activity during the week?

- In the story, identify the components of a market: buyer, seller, good/service, etc.

EC.2.16 (Prior Grade Standard)
People use money to buy and sell goods and services.

EC.5.17 (Future Grade Standard)
Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
## Ohio’s Learning Standards - Clear Learning Targets
### Social Studies, Grade 3

**EC.19** I can evaluate the costs and benefits of an individual economic decision.

<table>
<thead>
<tr>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary/Language Tier 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs and benefits in personal economic decisions</td>
<td>cost</td>
</tr>
<tr>
<td>Application of costs and benefits in larger-scale economic decisions</td>
<td>benefit</td>
</tr>
</tbody>
</table>

| **Extended Understanding** | | |
|----------------------------| | |
| | alternative |
| | consequence |
| | monetary |

#### Ultimate Learning Target

**Type: Reasoning**

**Broad Learning Target:**
- The student can evaluate the costs and benefits of an individual economic decision.

**Underpinning Knowledge Learning Targets:**
- The student can define and explain economic cost.
- The student can define and explain economic benefit.

**Underpinning Reasoning Learning Targets:**
- The student can explain the costs of a specific economic decision.
- The student can explain the benefits of a specific economic decision.
- The student can explain non-monetary costs or benefits of an economic decision.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.

- Lesson Plan: Off to Interactive Island - http://www.econedlink.org/lessons/index.php?lid=178&type=educator. 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.

Sample Question Stems and Performance Tasks

- Sort items into either the “Cost” column or “Benefit” column.

- In the story, what was the cost of the main character’s decision and what was the benefit? Explain how you know.

- Read the scenario. If you were the main character, what would you consider to be the potential costs? What would you consider to be the benefits? What would your decision be?

- Do “costs” always mean having to do with money? Can there be costs that aren’t related to finances?

- Why do you think the main character’s decision was a good decision or a poor decision? Do you agree with their identification of costs and benefits of the situation?

(Prior Grade Standard) | EC.5.14 (Future Grade Standard)
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N/A | The choices people make have both present and future consequences.
### Ohio’s Learning Standards - Clear Learning Targets
Social Studies, Grade 3

<table>
<thead>
<tr>
<th>EC.20</th>
<th>I can explain how using a budget helps individuals make responsible economic decisions.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
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<tr>
<td></td>
<td>- Concept of budget</td>
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<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
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<td></td>
<td>- Use of a budget to reach a goal</td>
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<tr>
<td></td>
<td><strong>Academic Vocabulary/Language</strong></td>
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<tr>
<td></td>
<td>- budget</td>
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<tr>
<td></td>
<td>- income</td>
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<tr>
<td></td>
<td>- expenses</td>
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</tbody>
</table>

#### Ultimate Learning Target

Type: Reasoning

#### Broad Learning Target:
- The student can explain how using a budget helps individuals make responsible economic decisions.

#### Underpinning Knowledge Learning Targets:
- The student can explain the purpose of a budget.
- The student can explain the concepts of spending, sharing, and setting money aside.

#### Underpinning Skills Learning Targets:
- The student can read and interpret a simple sample budget.

#### Underpinning Reasoning Learning Targets:
- The student can explain the idea of responsible economic decision making.
- The student can explain the process of budgeting.
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- 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.

- Have students plan a budget for a class activity, make decisions about expenditures and break down the cost for each element of the activity.

- Brainpop: [http://www.brainpop.com/socialstudies/economics/](http://www.brainpop.com/socialstudies/economics/). Select Budgets for a free video that is relevant to young learners.

Sample Question Stems and Performance Tasks

- What is a budget? How does a budget help someone make responsible economic decisions?

- Why is it important or necessary to spend, share, and set money aside?

- The table below shows Juanita’s budget for the last two months. If she keeps to her budget, will she have enough money to buy her little brother the birthday present he wants?

- Look at Benson’s budget below. Determine why he isn’t making his goal. What does he need to change in order to make progress toward his goal?

- In the story, did the main character make wise budgeting decisions? Why or why not?

- Imagine you are trying to convince a family member or friend to begin a budgeting plan. What would you say to try to convince him or her to do so?

- Set a goal for yourself (something you want to buy, something you want to do, etc.). What action steps do you need to take to begin the process of budgeting in order to reach your goal?

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EC.2.17 (Prior Grade Standard)
People earn income by working.

EC.4.24 (Future Grade Standard)
Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.