



Social Studies

Grade 3

**Communities: Past and Present,
Near and Far**

2025-2026

**Aligned with Ohio's Learning Standards
for Social Studies (2018)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Timeframe;
- Strand;
- Topic; and
- Standard.



Scope and Sequence

The Scope and Sequence provides an overview of each grading period, including:

- Timeframes;
- Standards; and
- Lesson Resources.



Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets
- Essential Understanding;
- Academic Vocabulary;
- Success Criteria;
- Content Elaborations;
- Instructional Strategies;
- Sample Questions and Performance Tasks; and
- Instructional Resources

Year-at-a-Glance

Grading Period 1	Unit 1. Citizenship in Communities9 weeks		
	Laws and Rules Government Learning Targets 11-12	Local Government Government Learning Targets 12-13	Community Responsibility and Problem Solving Government Learning Targets 9-10
Grading Period 2	Unit 2. Living in Communities9 weeks		
	Cultural Groups in Communities Geography Learning Target 8	Map Skills Geography Learning Target 4	Human Environment Interaction Geography Learning Target 6
Grading Period 3	Unit 3. Change in Communities9 weeks		
	Agriculture, Industry and Natural Resources Geography Learning Target 5	History of Our Community History Learning Targets 1-3 Geography Learning Target 7	
Grading Period 4	Unit 4. Economics in Communities9 weeks		
	Line Graphs Economics Learning Target 14	Economic Decision Making and Markets Economics Learning Targets 15-18	Financial Literacy Economics Learning Targets 19-20

Scope and Sequence

Grading Period I	Unit 1. Citizenship in Communities				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources	
	Laws and Rules	Government Learning Target 11. Explain how laws affect the behavior of individuals and groups in a community. Explain the benefits of having laws in a local community. Government Learning Target 12. Explain why governments have authority to make and enforce laws.	<ul style="list-style-type: none"> Classroom contract - rules and responsibilities Connections between classroom rules and community rules 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 27, Rules and Laws 	
	Local Government	Government Learning Target 12. Explain why governments have authority to make and enforce laws. Government Learning Target 13. Explain the structure and type of the local government.	<ul style="list-style-type: none"> Local elected official classroom speaker Contact students or conduct research on local governments in other communities 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 28, Purpose of Government Periodical 32, Structure of Local Government 	
	Community Responsibility and Problem Solving	Government Learning Target 9. Explain the rights and responsibilities of local community members. Government Learning Target 10. Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	<ul style="list-style-type: none"> Modeling the voting process in the classroom community 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 29, Rights of Local Community Members Periodical 30, Responsibilities of Local Community Members Periodical 31, Problem Solving 	

Grading Period 2	Unit 2. Living in Communities				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources	
	Cultural Groups in Communities	Geography Learning Target 8. Compare cultural products and practices of different groups who live in the local community.	<ul style="list-style-type: none"> Classroom guest speakers from different cultures Chart of culture groups and cultural activities 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 15, Culture 	
	Map Skills	Geography Learning Target 4. Describe characteristics of physical and political maps and identify the purpose for each. Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.	<ul style="list-style-type: none"> Playground alphanumeric grid - stand at a coordinate County map to locate local landmarks Students design their own map 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 7, Map Skills 	
	Human Environment Interaction	Geography Learning Target 6. Identify and evaluate positive and negative examples of human modification to the environment in the local community.	<ul style="list-style-type: none"> Visual discovery - before and after pictures of human modification of the the local environment Discussion of positive and negative impact of modifications 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 12, Human Environment Interaction 	

Grading Period 3	Unit 3. Change in Communities				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources	
	Agriculture, Industry and Natural Resources	Geography Learning Target 5. Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life. Evaluate the influence of agriculture, industry, and natural resources on daily life.	<ul style="list-style-type: none"> Communicate with students in other communities about agriculture, industry, and natural resources Visual representation of materials found in the local area 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 16, Agriculture Periodical 17, Industry 	
	History of Our Community	History Learning Target 1. Place local historical events accurately on a timeline organized by years, decades, or centuries History Learning Target 2. Locate and use primary and secondary sources as evidence to describe change over time. History Learning Target 3. Analyze, organize, and present historical information about a characteristic of the local community that has changed over time. Geography Learning Target 7. Identify and describe the systems of transportation and communication used to move people and products from place to place.	<ul style="list-style-type: none"> Create a timeline of transportation systems in Columbus Evaluate photos, artifacts, and maps to illustrate change over time Write and illustrate a “Then and Now” book Interviews of grandparents or older residents Research and RAFT writing about a period in the past 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 2, Timelines Periodical 3 Sources Periodical 6, Changing Communities in Ohio Periodical 13, Movement: Transportation Periodical 14, Communication Investigations in Columbus History Lessons WOSU Columbus Neighborhoods <ul style="list-style-type: none"> Columbus Neighborhoods Videos Columbus Neighborhoods Lessons 	

Grading Period 4	Unit 4. Economics in Communities				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources	
	Line Graphs	Economics Learning Target 14. Interpret line graphs showing economic data related to a specific topic.	<ul style="list-style-type: none"> Create line graphs and plot data 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 4, Using Charts, Maps, and Data 	
	Economic Decision Making and Markets	Economics Learning Target 15. Give examples of positive and negative incentives that affect individuals' choices and behaviors. Economics Learning Target 16. Describe the cost or trade-off of making economic decisions. Economics Learning Target 17. Identify consumers and producers in the local community. Economics Learning Target 18. Describe markets that exist in the local community.	<ul style="list-style-type: none"> Lunch Box Scarcity Mystery Making, selling, and buying a product at a market activity Visit a local marketplace Visual discovery: pictures of economic questions Portray someone with a role in the local marketplace 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 25, Economic Incentives Periodical 24, Scarcity Periodical 22, Economic Activities Periodical 20, Producers and Consumers Periodical 21, Markets <ul style="list-style-type: none"> Council for Economic Education K-5 Lessons 	
	Financial Literacy	Economics Learning Target 19. Evaluate the costs and benefits of an individual economic decision. Economics Learning Target 20. Explain how using a budget helps individuals make responsible economic decisions.	<ul style="list-style-type: none"> Tokens to purchase goods for pioneering a new land Poem or song that describes making a decision with a cost-benefit analysis Budget for a class activity Set a budget goal and determine action steps 	<i>Studies Weekly: People and Places</i> <ul style="list-style-type: none"> Periodical 26, Budgeting 	

Curriculum and Instruction Guide

Unit 1. Citizenship in Communities

Unpacked Standards / Clear Learning Targets		
<p>Government Learning Target 11. Explain how laws affect the behavior of individuals and groups in a community. Explain the benefits of having laws in a local community.</p> <p>Government 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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Importance of laws <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Large-scale impact of people following or not following the laws 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>benefits consequences expect impact laws order public services rules security</p>
<p><u>Success Criteria</u></p> <p>Ia. I can explain the purpose and benefits of having laws in a local community. Ib. I can identify several examples of laws in the local community. Ic. I can tell whether a law applies to an individual or group. Id. I can explain the consequences a person might face if they don't follow a specific law. Ie. I can explain how laws affect the behavior of individuals and groups in a community.</p>		
<p>GO.2.12 (Prior Grade Standard)</p> <p>There are different rules and laws that govern behavior in different settings.</p>	<p>GO.4.17 (Future Grade Standard)</p> <p>Laws can protect rights, provide benefits and assign responsibilities.</p>	

Content Elaborations

Laws are rules to describe how people are expected to behave.

Citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.

Laws apply to both individuals and groups. For example:

- an individual driver is responsible for abiding by the speed limit when driving; and
- groups of people need a permit issued by the government to hold a parade.

There are consequences for not obeying the laws.

Instructional Strategies

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 Assessments 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?

Instructional Resources

Studies Weekly, Periodical 27, Rules and Laws (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Government Learning Target 12. Explain why governments have authority to make and enforce laws.</p> <p>Government Content Statement 12. Governments have authority to make and enforce laws.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Role of local government in making and enforcing laws <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Broader role of government in the area of laws – Citizens' participation in the area of local laws 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>authority consequences enforce government laws local obey order public services rules security</p>
<p><u>Success Criteria</u></p> <p>12a. I can identify local laws that provide safety and security. 12b. I can explain the need for having and enforcing the laws. 12c. I can explain the need for consequences of not obeying the laws. 12d. I can explain why governments have authority to make and enforce laws. 12e. I can evaluate the impact of a local law and determine if it keeps people safe.</p>		
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>GO.4.19 (Future Grade Standard)</p> <p>A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	

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.

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.

Instructional Strategies

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 Assessments 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.

Instructional Resources

Studies Weekly, Periodical 28, Purpose of Government (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Government Learning Target 13. Explain the structure and type of the local government.</p> <p>Government Content Statement 13. The structure of local governments may differ from one community to another.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Framework of local government <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Interdependence of the government structure components 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>county government interdependence local municipal structure township</p>
<p><u>Success Criteria</u></p> <p>13a. I can explain the structure of the local government. 13b. I can list the types of local government. 13c. I can recognize that their local government may be different from another community. 13d. I can identify characteristics of the different types of local government in Ohio. 13e. I can use multiple sources to research the structures of different local governments.</p>		
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>GO.4.19 (Future Grade Standard)</p> <p>A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	

Content Elaborations

Local governments in Ohio vary according to the way they are structured. The main types of local government in Ohio are:

- county;
- municipal (city or village); and
- township.

Students should be familiar with the basic organization of their local government and understand that their local government may be unlike that of a nearby community

Instructional Strategies

Invite local leaders to visit the classroom and talk to students about local government.

Students can contact students in other communities or conduct research on the Internet to gather information and compare the way other local governments in Ohio are structured.

Sample Assessments 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.

Instructional Resources

Studies Weekly, Periodical 32, Structure of Local Government (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Government Learning Target 9. Explain the rights and responsibilities of local community members.</p> <p>Government Content Statement 9. Members of local communities have rights and responsibilities.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Responsible citizenship in the local community <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Rights and participation of citizens – Citizenship responsibilities at the state and national levels 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>citizenship community democracy local national responsibilities rights taxes voting</p>
<p><u>Success Criteria</u></p> <p>9a. I can identify and define rights in the local community.</p> <p>9b. I can explain the rights and responsibilities of local community members.</p> <p>9c. I can identify and define responsibilities in the local community.</p> <p>9d. I can explain why rights and responsibilities help preserve our democracy.</p> <p>9e. I can make a decision and vote in a simulated classroom election.</p>		
<p>GO.2.10 (Prior Grade Standard)</p> <p>Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</p>	<p>GO.4.15 (Future Grade Standard)</p> <p>Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p>	

Content Elaborations

Local community members have rights and responsibilities that are important for preserving our democracy. Rights and responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws.

An understanding of rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community.

Instructional Strategies

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

Sample Assessments and Performance Tasks

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

Explain why the following activity is either a right or a responsibility.

Give two examples of responsibility in the community.

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

Why is the following responsibility important to the community? What would be the result if people did not fulfill this responsibility?

Instructional Resources

Studies Weekly, Periodical 29, Rights of Local Community Members; Periodical 30. Responsibilities of Local Community Members (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Government Learning Target 10. Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p> <p>Government Content Statement 10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Responsible citizenship in the local community <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Rights and participation of citizens – Citizenship responsibilities at the state and national levels 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>citizenship community democracy local national responsibilities rights taxes voting</p>
<p><u>Success Criteria</u></p> <p>10a. I can identify citizenship traits.</p> <p>10b. I can describe the problem-solving process.</p> <p>10c. I can discuss examples of how individuals solve problems in their community.</p> <p>10d. I can explain the concept of common good.</p> <p>10e. I can explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p> <p>10f. I can develop a solution to a problem in my community.</p>		
<p>GO.2.11 (Prior Grade Standard)</p> <p>Groups are accountable for choices they make and actions they take.</p>	<p>GO.4.16 (Future Grade Standard)</p> <p>Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.</p>	

Content Elaborations

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.

Instructional Strategies

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 students research a problem or issue in the school. Ask students to design and implement a program or strategy to remedy the problem.

Sample Assessments and Performance Tasks

Read a 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?

Instructional Resources

Studies Weekly, Periodical 31, Problem Solving (printed copy or digital program through [CCS Classlink Launchpad](#))

Unit 2. Living in Communities

Unpacked Standards / Clear Learning Targets		
<p>Geography Learning Target 8. Compare cultural products and practices of different groups who live in the local community.</p> <p>Geography Content Statement 8. Communities may include diverse cultural groups.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – The role of diversity in the local community <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – The impact and influence of diverse groups on the community and vice versa 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>communities culture diversity ethnicity impact influence origin race</p>
<p><u>Success Criteria</u></p> <p>8a. I can identify different groups in the local community. 8b. I can cite evidence of diversity in the local community. 8c. I can describe and compare cultural products and practices of different groups who live in the local community. 8d. I can use multiple sources to investigate forms of artistic expression, religion, language and food of diverse cultural groups.</p>		
<p>GE.2.9 (Prior Grade Standard)</p> <p>Interactions among cultures lead to sharing ways of life.</p>	<p>GE.5.10 (Future Grade Standard)</p> <p>The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.</p>	

Content Elaborations

A cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity.

Communities are characterized by varying levels of diversity. Diversity can be explored through cultural practices including artistic expression, religion, language, and food. 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

Instructional Strategies

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. Students can generate the language used to complete the chart.

<i>Group</i>	<i>Artistic expression</i>	<i>Religion</i>	<i>Language</i>	<i>Food</i>
Latino	Music, dance, piñata	Catholic	Spanish	Burritos, tacos

Sample Assessments 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?

Instructional Resources

Studies Weekly, Periodical 15, Culture (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Geography Learning Target 4. Describe characteristics of physical and political maps and identify the purpose for each.</p> <p>Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.</p> <p>Geography Content Statement 4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Types of maps – Purposes of different maps – Using maps to locate places <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Maps as representation of communities – Relative and absolute locations 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>absolute location</p> <p>alphanumeric grid</p> <p>cardinal directions</p> <p>key</p> <p>landmarks</p> <p>maps</p> <p>physical maps</p> <p>political maps</p> <p>relative location</p> <p>title</p>
<p><u>Success Criteria</u></p> <p>4a. I can identify components on a map, including title, key, alphanumeric grid and cardinal directions.</p> <p>4b. I can identify boundaries, towns, and other human features on a political map.</p> <p>4c. I can identify physical features like elevation or landforms on a physical map.</p> <p>4d. I can utilize an alphanumeric grid.</p> <p>4e. I can use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.</p> <p>4f. I can describe characteristics of physical and political maps and identify the purpose for each.</p> <p>4g. I can categorize and justify why a map should be labeled as political or physical.</p>		
<p>GE.2.5 (Prior Grade Standard)</p> <p>Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</p>	<p>GE.4.9 (Future Grade Standard)</p> <p>A map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.</p>	

Content Elaborations

Political maps show boundaries, towns, and other human features while physical maps show physical features like elevation or landforms.

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 G 11 on an alphanumeric grid, they are beginning to understand absolute location. The use of an alphanumeric grid at this level lays the foundation for understanding absolute location, and latitude and longitude in later grades.

Students can find the cardinal directions (NSEW) on a map.

Students can use maps of the local community to find landmarks and other familiar places.

Instructional Strategies

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.

Sample Assessments 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 G 11, 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.

Instructional Resources

Studies Weekly, Periodical 7, Map Skills (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Geography Learning Target 6. Identify and evaluate positive and negative examples of human modification to the environment in the local community.</p> <p>Geography Content Statement 6. Evidence of positive and negative human modification of the environment can be observed in the local community</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> How humans have both positively and negatively modified their environment over time <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Positive and negative incentives and consequences to these modifications, including long-term 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>community consequences environment evidence incentives modification negative positive</p> <p>vocabulary specific to local modifications (e.g., dam, subdivision, interstate, herbicide)</p>
<p><u>Success Criteria</u></p> <p>6a. I can describe changes in my community caused by humans, both visible and less obvious.</p> <p>6b. I can compare before and after pictures of an area in their community.</p> <p>6c. I can give examples of both positive and negative human modification to the environment in the local community.</p> <p>6d. I can identify human modifications to the environment in daily activities (playground, sidewalks in the park, retaining wall).</p> <p>6e. I can evaluate the positive and negative effects of human modifications to the environment.</p> <p>6f. I can recognize multiple perspectives on the impact of human modifications to the environment.</p>		
<p>GE.2.7 (Prior Grade Standard)</p> <p>Human activities alter the physical environment, both positively and negatively.</p>	<p>GE.4.12 (Future Grade Standard)</p> <p>People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.</p>	

Content Elaborations

As students go about daily activities in the community, they see numerous examples of human changes to the environment.

There are positive and negative consequences for those changes.

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.

Instructional Strategies

Visual discovery: Use before and after pictures that show human modifications of the local environment and have students identify and describe the changes. Ask students to respond to a series of spiral questions from basic to complex about these modifications.

Students should be able to engage in discussion around the positive and negative impact of modifications, as well as begin to see different sides of an issue (dams provide power, but the residents have to look at a concrete wall).

Sample Assessments 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?

Instructional Resources

Studies Weekly, Periodical 12, Human Environment Interaction (printed copy or digital program through [CCS Classlink Launchpad](#))

Unit 3. Change in Communities

Unpacked Standards / Clear Learning Targets		
<p>Geography Learning Target 5. Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life.</p> <p>Evaluate the influence of agriculture, industry, and natural resources on daily life.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Outside influences on daily life – Observations and inferences – Compare and contrast – Cause and effect <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – External influences on agriculture, industry, and natural resources – Supply and demand 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 2</p> <p>cause compare contrast effect interpret observations</p> <p>Tier 3</p> <p>agriculture demand industry inferences influence natural resources supply</p>
<p><u>Success Criteria</u></p> <p>5a. I can interpret artifacts and photographs from the past and present, and places near and far.</p> <p>5b. I can make inferences about the influence of agriculture, industry and natural resources on daily life.</p> <p>5c. I can make comparisons about these influences on daily life between communities, or between past and present.</p> <p>5d. I can evaluate the influence of agriculture, industry and natural resources on daily life.</p> <p>5e. I can determine the cause or demand that created specific characteristics of daily life in a community.</p>		
<p>GE.2.6 (Prior Grade Standard)</p> <p>The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	<p>GE.4.10 (Future Grade Standard)</p> <p>The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p>	

Content Elaborations

Primary and secondary sources can be used to help students understand life in the local community.

Artifacts and photographs from the past and present, and places far and near help us make inferences about the influence of agriculture, industry, and natural resources on daily life.

Instructional Strategies

Students communicate with students 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 students in other communities, guide students to recognize the influence that agriculture and natural resources have on daily life across communities. Students will generate and exchange responses 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 visual representation of materials that are found in the local area to help students make inferences about the influence of agriculture, industry, etc.

Sample Assessments 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?

Instructional Resources

Studies Weekly, Periodical 16, Agriculture and Periodical 17, Industry (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>History Learning Target 1. Place local historical events accurately on a timeline organized by years, decades, or centuries.</p> <p>History Content Statement 1. Events in local history can be shown on timelines organized by years, decades, and centuries.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Timelines and intervals – Sequential order <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Chronological order 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>centuries chronological order decades history intervals sequential order timelines years</p>
<p><u>Success Criteria</u></p> <p>Ia. I can explain the purpose and create a timeline. Ib. I can differentiate between units of time (years, decades, centuries). Ic. I can recognize the sequential order of events in local history. Id. I can create a timeline and list and place events in historical order. Ie. I can place events accurately on a timeline organized by years, decades and centuries.</p>		
<p>HI.2.1 (Prior Grade Standard)</p> <p>Time can be shown graphically on calendars and timelines.</p>	<p>HI.4.1 (Future Grade Standard)</p> <p>The order of significant events in Ohio and the United States can be shown on a timeline.</p>	

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 by placing these events in sequential order on a timeline.

Instructional Strategies

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.

Sample Assessments 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.

Instructional Resources

Studies Weekly, Periodical 2, Timelines (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>History Learning Target 2. Locate and use primary and secondary sources as evidence to describe change over time.</p> <p>History Content Statement 2. Primary and secondary sources can be used to show changeover time.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Primary sources – Secondary sources – Evaluate information <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Concept of change over time – Justify categorization as primary or secondary source 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>primary sources secondary sources artifacts physical features employment recreation</p>
<p><u>Success Criteria</u></p> <p>2a. I can use primary and secondary sources to evaluate change in the local community.</p> <p>2b. I can explain the difference between and determine whether a source is primary or secondary.</p> <p>2c. I can identify primary sources like artifacts, maps and photographs that might be connected with the local community.</p> <p>2d. I can identify different types of primary and secondary sources.</p> <p>2e. I can describe a change using two or more primary and secondary sources.</p> <p>2f. I can compare characteristics of a community over time, using two or more primary and secondary sources.</p> <p>2g. I can evaluate information from primary and secondary sources.</p>		
<p>HI.2.2 (Prior Grade Standard)</p> <p>Change over time can be shown with artifacts, maps, and photographs.</p>	<p>HI.4.2 (Future Grade Standard)</p> <p>Primary and secondary sources can be used to create historical narratives.</p>	

Content Elaborations

Students have been using primary sources since grade one. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.

Secondary sources are first introduced to students in grade three. Secondary sources are written after the events have taken place by people who were not present at the events. As students examine primary and secondary sources 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, recreation.

Instructional Strategies

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 Assessments and Performance Tasks

Which source would be considered a primary source about _____? A secondary source?

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 sources.

Instructional Resources

Studies Weekly, Periodical 3, Sources (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>History Learning Target 3. Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.</p> <p>History Content Statement 3. Local communities change over time.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Process of research, analysis, organization and presentation of historical information – Visible changes over time in the local community <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Less obvious changes/effects over time in the community 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>architecture cause/effect community employment local physical features primary sources recreation secondary sources visible changes</p>
<p><u>Success Criteria</u></p> <p>3a. I can locate information about a specific community characteristic. 3b. I can organize information in a logical, sequential order. 3c. I can compare characteristics of a community over time. 3d. I can evaluate information from primary and secondary sources. 3e. I can describe a change in a characteristic of the local community based on two or more primary sources. 3f. I can research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.</p>		
<p>HI.2.3 (Prior Grade Standard)</p> <p>Science and technology have changed daily life.</p>	<p>HI.5.3 (Future Grade Standard)</p> <p>European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.</p>	

Content Elaborations

As students examine primary and secondary 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: businesses, architecture, physical features, employment, education, transportation, technology, religion, recreation.

Instructional Strategies

Students interview grandparents or older residents of the local community to learn about how life has changed over time. Students can video or audio record their interviews and present them 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 Assessments and Performance Tasks

Which source would be considered a primary source about _____? A secondary source?

What primary or secondary 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.

Instructional Resources

Studies Weekly, Periodical 6, Changing Communities in Ohio (printed copy or digital program through [CCS Classlink Launchpad](#))

[Investigations in Columbus History Lessons](#) - flexible inquiry lessons for elementary teachers and students in Central Ohio

WOSU Columbus Neighborhoods

- [Columbus Neighborhoods Videos](#)
- [Columbus Neighborhoods Lessons](#)

Unpacked Standards / Clear Learning Targets		
<p>Geography Learning Target 7. Identify and describe the systems of transportation and communication used to move people and products from place to place.</p> <p>Geography Content Statement 7. Systems of transportation and communication move people, products, and ideas from place to place.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – How systems of transportation and communication work <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Evolution of systems over time – Interdependence of systems – Impact and influence of these systems on community, society, and economy 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>communication community economy efficiency evolve influence impact interdependence products society system transportation</p>
<p><u>Success Criteria</u></p> <p>7a. I can describe systems of transportation used to move people and products from place to place.</p> <p>7b. I can describe systems of communication used to move ideas from place to place.</p> <p>7c. I can identify systems of transportation and communication that are visible in the local community.</p> <p>7d. I can explain how systems of transportation and communication in the local community work.</p> <p>7e. I can examine and explain how transportation and communication has changed over time.</p>		
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>GE.4.14 (Future Grade Standard)</p> <p>Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	

Content Elaborations

Systems of transportation move people and products from place to place. Systems of communication move ideas and products from place to place.

Students focus on systems of transportation and communication that are present in the local community.

Instructional Strategies

Create a timeline showing the growth of transportation systems in Columbus in the 1800s. Include events such as the canal (1831), National Road (1833), railroad (1850), horse-drawn street car (1863), electric street car (1888). Use images and sentences to describe the impact of each system.

Compare the speed of travel and efficiency then and now.

Visual discovery: Use photographs of various transportation and communication changes over time. Ask students to respond to a series of spiral questions from basic to complex to analyze each image.

Sample Assessments 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.)?

Instructional Resources

Studies Weekly, Periodical 13, Movement: Transportation; Periodical 14. Communication (printed copy or digital program through [CCS Classlink Launchpad](#))

[Investigations in Columbus History Lessons](#) - flexible inquiry lessons for elementary teachers and students in Central Ohio

WOSU Columbus Neighborhoods

- [Columbus Neighborhoods Videos](#)
- [Columbus Neighborhoods Lessons](#)

[Columbus Railroads](#)

Unit 4. Economics in Communities

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target I4. Interpret line graphs showing economic data related to a specific topic.</p> <p>Economics Content Statement I4. Line graphs are used to show changes in data over time.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Representations of change over time in a line graph <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Methods of representing data to show change over time – Inferencing based upon data represented in graphs 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>data inference intervals line graph representations x-axis y- axis</p>
<p><u>Success Criteria</u></p> <p>I4a. I can read and interpret information from a line graph.</p> <p>I4b. I can plot data on a line graph to show change over time.</p> <p>I4c. I can construct a line graph with an x- and y- axis.</p> <p>I4d. I can determine what intervals to use based on the data to be graphed.</p> <p>I4e. I can construct line graphs showing change over time using data related to a specific topic.</p> <p>I4f. I can explain and make inferences about the information on a line graph.</p>		
<p>EC.2.13 (Prior Grade Standard)</p> <p>Information displayed on bar graphs can be used to compare quantities.</p>	<p>EC.4.20 (Future Grade Standard)</p> <p>Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p>	

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.

Line graphs are useful in comparing economic data.

Instructional Strategies

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 Assessments 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.

Instructional Resources

Studies Weekly, Periodical 4, Using Charts, Maps, and Data (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 15. Give examples of positive and negative incentives that affect individuals' choices and behaviors.</p> <p>Economics Content Statement 15. Both positive and negative incentives affect individuals' choices and behaviors.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> Financial incentives <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Economic pros and cons, including incentives, benefits, and costs 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>benefits costs economic incentive financial incentives incentives negative positive</p>
<p><u>Success Criteria</u></p> <p>15a. I can define and give examples of positive and negative economic incentives.</p> <p>15b. I can explain whether an economic incentive is positive or negative.</p> <p>15c. I can give examples of positive and negative incentives that affect individuals' choices and behaviors.</p> <p>15d. I can evaluate the impact of positive and negative incentives on individuals' choices.</p>		
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>EC.5.14 (Future Grade Standard)</p> <p>The choices made by individuals and governments have both present and future consequences.</p>	

Content Elaborations

Positive economic incentives reward individuals 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 individuals 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.

Instructional Strategies

Have students identify incentives in their daily lives at home and school. Students will discuss which incentives have worked to influence their decisions and why.

Create a T-chart showing positive and negative incentives.

Sample Assessments and Performance Tasks

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.

Instructional Resources

Studies Weekly, Periodical 25, Economic Incentives (printed copy or digital program through [CCS Classlink Launchpad](#))

[What are Incentives?](#) (Council for Economic Education)

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 16. Describe the cost or trade-off of making economic decisions.</p> <p>Economics Content Statement 16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Trade-offs in the economic decision making process <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Availability of resources in relation to opportunity costs 	<p><u>Academic Vocabulary/Language</u></p> <p>economic opportunity costs resources scarcity trade-off</p>
<p><u>Success Criteria</u></p> <p>16a. I can describe the trade-off of an individual economic decision. 16b. I can explain scarcity in specific economic decision situations. 16c. I can give examples of trade-offs in individual economic decisions. 16d. I can justify an economic decision using the concept of scarcity.</p>		
<p>EC.2.14 (Prior Grade Standard)</p> <p>Resources can be used in various ways.</p>	<p>EC.5.15 (Future Grade Standard)</p> <p>The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p>	

Content Elaborations

Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.

Individuals must make choices about how they spend their money and time because these are limited resources. Individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else. For example, a student wants to buy both a bicycle and computer game but does not have enough money for both. The student decides to purchase the bicycle and the trade-off is the computer game.

Instructional Strategies

[Lunch Box Scarcity Mystery](#) (Council for Economic Education) – In this activity, students need to decide which two items they should pack for lunch. Show students a lunch bag with a sandwich and drink. Have a variety of snacks and options to put in the lunch bag. Have students look at the options and draw their two snacks on the bottom of the worksheet. Have the students present their drawings and explain why they chose their snacks. Students might complain that they want more than two snacks. In this case, there is a scarcity of space in their lunch bag.

Sample Assessments and Performance Tasks

Which of the following scenarios is an example of scarcity?

In the story, what was the trade-off of the main character's economic decision?

Read the information. Is scarcity present in this situation? Explain your answer.

Instructional Resources

Studies Weekly, Periodical 24, Scarcity (printed copy or digital program through [CCS Classlink Launchpad](#))

[Introduction to Scarcity](#) (Council for Economic Education)

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 17. Identify consumers and producers in the local community.</p> <p>Economics 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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Production and consumption <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Entrepreneurship, risk-taking, and competition 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>competition consumers consumption entrepreneurship producers production risk-taking</p>
<p><u>Success Criteria</u></p> <ul style="list-style-type: none"> 17a. I can compare consumers and producers. 17b. I can identify consumers and producers in the local community. 17c. I can identify goods and services produced in the local community. 17d. I can create a product and develop a plan to sell the goods. 		
<p>EC.2.15 (Prior Grade Standard)</p> <p>Most people around the world work in jobs in which they produce specific goods and services.</p>	<p>EC.4.21 (Future Grade Standard)</p> <p>Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	

Content Elaborations

Consumers are people who acquire goods and services to satisfy their personal needs. Producers are people and businesses that use resources to make goods and services.

Goods are objects that satisfy people's wants such as food and clothing. Services are actions or activities that satisfy people's wants such as a haircut or car repair.

Instructional Strategies

Have groups of students create and make a product (e.g., food, bookmarks). Engage students in a market activity to sell their products. Each student has the opportunity to be a producer, making their product, and a consumer of a product, through buying items.

Sample Assessments 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?

Instructional Resources

Studies Weekly, Periodical 20, Producers and Consumers; Periodical 22, Economic Activities (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 18. Describe markets that exist in the local community.</p> <p>Economics Content Statement 18. A market is where buyers and sellers exchange goods and services.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Basic market function <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Factors that impact a market (supply and demand) 	<p><u>Academic Vocabulary/Language Tier 3</u></p> <p>buyer exchange function goods market seller services</p>
<p><u>Success Criteria</u></p> <p>18a. I can identify and describe markets that exist in the local community.</p> <p>18b. I can explain how purchasing and selling happens in a market.</p> <p>18c. I can determine whether buying or selling (or both) is occurring in specific local situations.</p>		
<p>EC.2.16 (Prior Grade Standard)</p> <p>People use money to buy and sell goods and services.</p>	<p>EC.5.17 (Future Grade Standard)</p> <p>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.</p>	

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. Markets exist virtually and physically.

Instructional Strategies

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.

Visual discovery: Show 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 Assessments and Performance Tasks

Which of the following locations would 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.

Instructional Resources

Studies Weekly, Periodical 21, Markets (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 19. Evaluate the costs and benefits of an individual economic decision.</p> <p>Economics Content Statement 20. Making decisions involves weighing costs and benefits.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Costs and benefits in personal economic decisions <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Application of costs and benefits in larger-scale economic decisions 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>alternative benefit consequence cost economic decision monetary</p>
<p><u>Success Criteria</u></p> <p>19a. I can explain and compare economic cost and economic benefit. 19b. I can explain the costs and benefits of a specific economic decision. 19c. I can explain non-monetary costs or benefits of an economic decision. 19d. I can evaluate the costs and benefits of an individual economic decision. 19e. I can justify an economic decision using costs and benefits.</p>		
<p>(Prior Grade Standard)</p> <p>N/A</p>	<p>EC.5.14 (Future Grade Standard)</p> <p>The choices made by individuals and governments have both present and future consequences.</p>	

Content Elaborations

Students 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

Instructional Strategies

Provide students with a limited number of tokens. Offer them the opportunity 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.

Write a poem or song that describes the process of making a decision using a cost-benefit analysis..

Sample Assessments 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?

Instructional Resources

Studies Weekly, Periodical 26, Budgeting (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p>Economics Learning Target 20. Explain how using a budget helps individuals make responsible economic decisions.</p> <p>Economics 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.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Concept of budget <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> – Use of a budget to reach a goal 	<p><u>Academic Vocabulary/Language</u></p> <p>Tier 3</p> <p>budget economic decision expenses financially responsible future income</p>
<p><u>Success Criteria</u></p> <p>20a. I can describe the purpose of a budget. 20b. I can explain the concepts of spending, sharing, and setting money aside. 20c. I can explain the process of budgeting. 20d. I can explain the idea of responsible economic decision making. 20e. I can read and interpret a simple sample budget. 20f. I can explain how using a budget helps individuals make responsible economic decisions.</p>		
<p>EC.2.17 (Prior Grade Standard)</p> <p>People earn income by working.</p>	<p>EC.4.22 (Future Grade Standard)</p> <p>Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>	

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.

Instructional Strategies

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

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?

Sample Assessments 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?

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?

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?

Instructional Resources

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