

OHIO COMMUNITY STUDIES WEEKLY

Ohio Third Grade Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION



COVERS 100%

**of Ohio Third Grade
Social Studies Standards**

AUGUST–SEPTEMBER

Week 1: Welcome to Community Studies Weekly (4, 6)

Students are introduced to Ohio Community Studies Weekly and will learn the purpose of the articles contained within the paper. Students will learn about the purposes and characteristics of physical and political maps, as well as the reasons different types of maps are needed.

Week 2: Finding Your Way Around A Map (1, 3, 4, 5, 6)

Students will discover how to read and use a map through the use of map features. Students will learn how to use cardinal directions and alphanumeric grids. Students will also learn the purpose of a map title and how to use a map key.

Week 3: Make a Map (4)

Students will make a map of their classroom using the information they have learned in the previous weeks. Students will review and create a title, map key, alphanumeric grid and compass rose for their maps. They will also have an opportunity to make a political or physical map of Ohio.

Week 4: Sources of Information (1, 2, 3, 5)

Students will learn the difference between primary and secondary sources. They will learn how primary sources such as photographs and maps can be used to see how characteristics of local communities change over time and how daily life has been influenced by industry, agriculture and the use of natural resources.

Week 5: Communities Change (1, 2, 3, 5)

Students will learn how artifacts, maps and photographs can be used to describe how communities in Ohio have changed over time. They will also learn how the history of Ohio communities can be shown on a timeline. Students will learn about the city of Columbus and study a timeline to learn about the city's history.

Week 6: Moving People and Products (1, 3, 5, 7)

Students will understand that transportation moves people and products from one place to another. They will learn the importance of transportation in Ohio's past (e.g., canals, railroads). Students will also study transportation today and explore how modern transportation continues to change Ohio.

Week 7: Moving Ideas (1, 2, 3, 7)

Students will look at how communication has changed throughout Ohio's history. They will learn how communication moves ideas and thoughts from one place to another and how this has affected Ohio and their own communities. Students will learn about the city of Dayton and study a timeline to learn about the city's history.

OCTOBER–DECEMBER

Week 8: Changing the Environment (1, 2, 4, 6, 9, 10)

Students will learn how early settlers changed the Ohio environment through farming, mining, industry and the construction of roads and cities. Students will look at and discuss ways people change the Ohio environment today, including in their own communities. They will discuss ways to protect the environment while meeting the needs of people in communities.

Week 9: Communities and Cultures (5, 8)

Students will examine the contributions and history of a number of cultural groups including the Amish, Hispanic Americans and African Americans. Students will learn ways these groups impacted Ohio's history and continue to impact Ohio today.

Week 10: Government (1, 5, 12)

Students will learn about some different types of governments and understand the difference between a direct democracy and a representative democracy. Students will learn that government has the authority and responsibility to make and enforce laws, to provide public services and to protect the rights of citizens.

Week 11: Local Government (10, 12, 13)

Students will learn that the structure of local governments may differ from one community to another. Students will use a Venn diagram to compare and contrast the government structures of two Ohio communities.

Continued

Teacher Supplement

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Continued

Week 12: Law and Order (1, 2, 3, 4, 11, 13)

Students will learn why laws are important and discuss some of the benefits they provide in a community. Students will understand that laws govern citizens' behavior and will examine some of the consequences of not following laws.

Week 13: What is the Common Good? (1, 9, 10)

Students will learn that people can make their community a better place to live by solving problems in a way that promotes the common good. They will examine how citizens within the community have done this in selected Ohio communities. Students will learn about the city of Akron and study a timeline to learn about the city's history.

Week 14: What is Your Responsibility? (1, 9, 10)

Students will examine the political and social responsibilities all citizens have in their state and local communities. They will describe the difference between a social and political responsibility and will examine ways adults and students can fulfill their responsibilities.

JANUARY–FEBRUARY

Week 15: Goods and Services (4, 12, 17)

Students will define goods and services and learn about some goods and services available in their communities and our state. They will discuss examples of goods and services used by students in everyday life.

Week 16: Consumers and Producers (1, 2, 3, 4, 17, 19)

Students will define consumer and producer and will learn how producers satisfy consumers' wants and needs by providing goods and services. Students will discuss goods and services that are important to children and determine how producers market specific products to children.

Week 17: To Market, To Market! (4, 17, 18)

Students will learn that markets are places where buyers and sellers exchange goods and services. They will discuss Ohio markets and understand how companies use markets to reach consumers.

Week 18: Making Choices (1, 2, 3, 15, 19)

Students will learn that both positive and negative incentives affect the choices people make, as well as their behaviors. Students will see how these incentives affect economic and community choices. Students will learn about the city of Cleveland and study a timeline to learn about the city's history.

Week 19: Costs and Benefits (1, 3, 18, 19)

Students will learn that making decisions involves weighing costs and benefits. They will understand the difference between a cost and benefit and will discuss how these factors affect their own decisions. Students will learn about the city of Cincinnati and study a timeline to learn about the city's history.

MARCH–MAY

Week 20: Give it Up (1, 2, 3, 5, 16, 19)

Students will learn about resources and understand that people must make decisions about how to use resources wisely. They will define opportunity cost as it applies to making choices and give examples of opportunity costs.

Week 21: Graphing Data (14)

Students will understand that data can be shown in many different ways. The main focus will be on line graphs, which are particularly useful for showing how data changes over time. They will also review bar graphs and begin to explore using simple charts and tables to display data.

Week 22: Money (1, 16, 17, 19, 20)

Students will look at how money is earned as well as how it is spent, including donating and saving. They will explore how making personal economic decisions affects both the present and the future. Students will learn about the city of Toledo and study a timeline to learn about the city's history.

Week 23: Make a Budget (16, 20)

Students will learn that a budget is a plan to help them make financial decisions that will affect the present, as well as the future. They will explore possible consequences of not having a budget and understand how a budget can help them reach their goals.

Week 24: Your Community! (1, 4, 6, 17, 18)

Students will do research and write about their own communities. They will produce a map of the community and share information about how the community has changed over time. They will describe community markets and examine how people have changed the local environment over time. Students will also create a timeline to show the history of their community.

Ohio Community Studies Weekly

Common Core ELA Standards Addressed

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Addressed in Each Weekly Unit

Key Ideas and Details

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Idea

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Knowledge of Language

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Range of Writing

- W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Ohio Community Studies Weekly

Addressed in Various Weeks

Craft and Structure

RI.3.6. Distinguish their own point of view from that of the author of a text.

Range of Reading and Level of Text Complexity

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Research to Build and Present Knowledge

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Vocabulary Acquisition and Use

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Addressing Common Core Standards—Suggested Activities

The activities below will help you integrate Social Studies with English Language Arts while addressing various Common Core ELA Standards. The writers and editors of Studies Weekly recommend that you do as many of these activities each week as time allows. Common Core ELA Standards addressed are in parentheses in each activity.

Vocabulary Strategies – Use the following key strategies where appropriate as you help your students acquire new vocabulary words. Do this before you begin to read. (L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.)

- Ask students if the word or part of the word reminds them of a word they already know. (Ex. – someone/one; yesterday/day; history/story) Clarify words with multiple meanings. (Ex. – can/able; can/container)
- Have students cover endings like -ing, -ed, -er, -es, etc. with their fingers or an index card, so they can see the base word. (e.g., going/go; talked/talk; teacher/teach)
- Read the sentence with the unfamiliar word, as well as the sentences before and after, to the students. This will help them use the context of the passage to determine the meaning of the word.
- Assist the students in looking up the word in a children’s dictionary such as “My First Dictionary” (DK Children).