

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 3: COMMUNITIES: PAST AND PRESENT, NEAR AND FAR

The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Events in local history can be shown on timelines organized by years, decades, and centuries.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapter 2**

##### Content Statement 2

Primary and secondary sources can be used to show change over time.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 3, 5, 6, 7, 8, 18**

#### HERITAGE

##### Content Statement 3

Local communities change over time.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapters 2, 5, 6, 7, 8**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### 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.

### Content Alignment

Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapter 13**

## PLACES AND REGIONS

### Content Statement 5

Daily life is influenced by the agriculture, industry, and natural resources in different communities.

### Content Alignment

Primary Instruction and Assessment: **Chapter 5**  
Integrated Instruction and Assessment: **Chapters 6, 15**

## HUMAN SYSTEMS

### Content Statement 6

Evidence of positive and negative human modification of the environment can be observed in the local community.

### Content Alignment

Primary Instruction and Assessment: **Chapter 6**  
Integrated Instruction and Assessment: **Chapter 3**

### Content Statement 7

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

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **n/a**

### Content Statement 8

Communities may include diverse cultural groups.

### Content Alignment

Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: **Chapter 2**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

**Content Statement 9** Members of local communities have rights and responsibilities.

**Content Alignment** Primary Instruction and Assessment: **Chapter 9**  
Integrated Instruction and Assessment: **Chapters 10, 11, 12, 13**

**Content Statement 10** Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

**Content Alignment** Primary Instruction and Assessment: **Chapter 10**  
Integrated Instruction and Assessment: **Chapter 9**

## RULES AND LAWS

**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.

**Content Alignment** Primary Instruction and Assessment: **Chapter 11**  
Integrated Instruction and Assessment: **Chapters 9, 12, 13**

## ROLES AND SYSTEMS OF GOVERNMENT

**Content Statement 12** Governments have authority to make and enforce laws.

**Content Alignment** Primary Instruction and Assessment: **Chapter 12**  
Integrated Instruction and Assessment: **Chapters 9, 11, 13**

**Content Statement 13** The structure of local governments may differ from one community to another.

**Content Alignment** Primary Instruction and Assessment: **Chapter 13**  
Integrated Instruction and Assessment: **Chapter 4**

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

**Content Statement 14** Line graphs are used to show changes in data over time.

**Content Alignment** Primary Instruction and Assessment: **Chapter 14**  
Integrated Instruction and Assessment: **Chapter 2**

## SCARCITY

**Content Statement 15** Both positive and negative incentives affect individuals' choices and behaviors.

**Content Alignment** Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: n/a

**Content Statement 16** Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

**Content Alignment** Primary Instruction and Assessment: **Chapter 16**  
Integrated Instruction and Assessment: **Chapters 19, 20**

## PRODUCTION AND CONSUMPTION

**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.

**Content Alignment** Primary Instruction and Assessment: **Chapter 17**  
Integrated Instruction and Assessment: n/a

## MARKETS

**Content Statement 18** A market is where buyers and sellers exchange goods and services.

**Content Alignment** Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **Chapters 3, 10, 17**

## FINANCIAL LITERACY

### Content Statement 19

Making decisions involves weighing costs and benefits.

### Content Alignment

Primary Instruction and Assessment: **Chapter 19**  
Integrated Instruction and Assessment: **Chapters 15, 16, 20**

### 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.

### Content Alignment

Primary Instruction and Assessment: **Chapter 20**  
Integrated Instruction and Assessment: **Chapter 16**