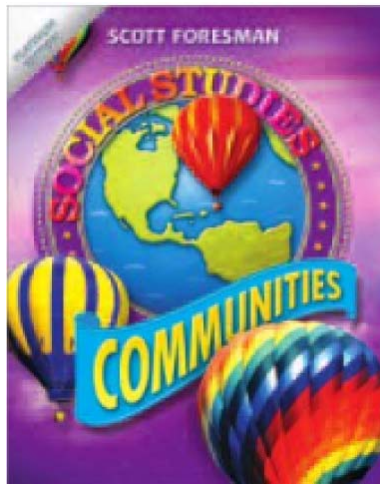


A Correlation of

**Scott Foresman
Social Studies
Grade 3 – Communities
© 2011**



To the

Ohio

**Grade 3 Model Curriculum for
Social Studies**

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to the
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INTRODUCTION

This document demonstrates how **Scott Foresman Social Studies ©2011 Platinum Edition** meets the objectives of the Ohio Grade 3 Model Curriculum for Social Studies. Correlation page references are to the Student and Teacher's Editions.

Scott Foresman Social Studies provides teachers with reading, hands-on, and technology options to support classroom instruction so your students will feel comfortable learning at their own pace and exploring the “big ideas” in social studies. **Scott Foresman Social Studies** provides explicit, four-step reading instruction in every unit, as well as a *Quick Planning Guide* co-authored by *Understanding by Design®* author Grant Wiggins.

The Pearson Advantage

- **Connect to what they know.** *Scott Foresman Social Studies* helps students see the “big ideas” they’re learning about, activate their prior knowledge, and allow them to engage in an active discussion of what they already know about the topics.
- **Experience through hands-on, minds-on activities.** *Scott Foresman Social Studies* offers a variety of ways for your students to think critically about key concepts—through reading, hands-on activities, and technology—so they actively experience the world they live in.
- **Understand today and tomorrow.** Developing true understanding means that students learn more than facts, dates, and places. It means taking what they’ve learned and transferring that knowledge to new learning, situations, and ideas.

Learning by doing

The Social Studies Plus! book provides your classroom with hands-on options for every unit, chapter, or lesson of instruction.

Interact with history

Students can explore homes of the past, read or hear stories of famous and not-so-famous people, piece together artifacts, and get a feel for the life of our nation’s history with the *Colonial Williamsburg Primary Sources CD-ROM*.

Direct, explicit reading instruction

No other social studies program has a four-step plan for explicit reading instruction in every unit. *Scott Foresman* helps your students read for meaning.

Extended reading opportunities

Enrich and extend the topics with the *Literature Library*, *Literature Big Books*, *Multi-Leveled Library*, and *Online Leveled Reader Database*.

Active Learning in a 21st century classroom

Go farther than you ever imagined. Whatever you want, whatever you need, digital components from *Pearson Scott Foresman Social Studies* keep your instruction fresh, engaging, and inspiring. With just one click, you can see the difference the right tools can make. Go anywhere. Go Digital!

Plan lessons with the *Online Teacher’s Edition*. Give students full access to the *Student Edition* while at home or in the classroom.

- *Digital Learning CD-ROM powered by KnowledgeBox®*
- *Video Field Trips Package*
- *MindPoint® Quiz Show CD-ROM*
- *Songs and Music Audio CD*
- *AudioText CD*
- And much more!

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Ohio Grade 3 Model Curriculum for Social Studies	Scott Foresman Social Studies © 2011, Grade 3 – Communities
Grade Three	
Theme	
<i>Communities: Past and Present, Near and Far</i>	
Strand	
<i>History</i>	
Topic	
<i>Historical Thinking and skills</i>	
Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	
<i>1. Events in local history can be shown on timelines organized by years, decades and centuries.</i>	Students construct timelines. SE/TE: 248-249, 275, 327
<i>2. Primary sources, such as artifacts, maps and photographs can be used to show change over time.</i>	SE/TE: E3, H4-H5, H20, 13, 28, 46-47, 68, 82-83, 86, 88, 92, 94, 97, 112-113, 119, 124-125, 137, 154, 162, 173, 179, 187, 188, 199h, 202-203, 209, 216-217, 218-219, 225, 231, 233, 235, 242, 242, 244, 246, 253, 254, 260-261, 265, 296-297, 312-313, 321, 322, 337, 352-353, 359, 365, 372-373, 374-375, 406
Topic	
<i>Heritage</i>	
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement	
<i>3. Local communities change over time.</i>	SE/TE: 200-201, 202-203, 204, 205, 208-211, 214-219, 220-221, 224-227

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Strand	
<i>Geography</i>	
Topic	
<i>Spatial Thinking and Skills</i>	
Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.	
Content Statement	
<i>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.</i>	SE/TE: E3, E5, E7, E9, E11, E13, E15, 9, 10, 16, 20-21, 22, 26, 32-37, 38, 42, 48, 51, 55, 73, 74, 75, 80, 84, 98-99, 103, 104, 111, 114, 120, 125, 141, 142-143, 148-149, 150, 152, 153, 171, 172, 174, 178, 182, 186, 191, 207, 208, 210, 214, 220, 222-223, 224, 230, 233, 241, 245, 252, 256, 258, 266, 279, 289, 290, 317, 318, 320, 328, 334, 338, 340-341, 357, 358, 369, 372, 383, 384, 388-389, 390, 398, 409, R2-R3, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13
Topic	
<i>Places and Regions</i>	
A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	
Content Statement	
<i>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</i>	SE/TE: E4-E5, 7, 38-39, 94, 116, 137, 144-145, 148-149, 160-165, 172-175, 178-181, 187-189, 196, 197, 246-247, 260, 284-285, 318-319, 320-323, 330
Topic	
<i>Human Systems</i>	
Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.	
Content Statement	
<i>6. Evidence of human modification of the environment can be observed in the local community.</i>	SE/TE: E12-E13, 38-39, 42-45, 46-47, 48-51, 54-55, 142-147, 148-149, 150-151, 152-153, 154-155, 160-165, 166-167, 172-175, 171-181, 186-189, 196, 197, 284-285, 318-321, 328-330

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7. Systems of transportation and communication move people, products and ideas from place to place.	SE/TE: 50, 62, 63, 242-244, 245, 246-247, 256-255, 262-263, 264-265, 276-277, 326-327, 335, 336-339, 340-341
8. Communities may include diverse cultural groups.	SE/TE: 10-15, 16-17, 24-25, 68-69, 78-79, 81, 82-83, 84-87, 90-93, 94-95, 96-97, 104-109, 112-113, 114-117, 121, 130, 131, 190-191
Strand	
Government	
Topic	
Civic Participation and Skills	
Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	
9. Members of local communities have social and political responsibilities.	SE/TE: H2, 16-17, 40, 82-83, 118-119, 121, 166-167, 190-191, 236-237, 256-257, 272-273, 298-299, 357, 370-371, 376-379, 402-403
10. Individuals make the community a better place by solving problems in a way that promotes the common good.	SE/TE: H3, 16, 64, 82, 91, 202, 228, 270-271, 294, 332, 364, 385, 403
Topic	
Rules and Laws	
Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.	
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.	SE/TE: E14-E15, 76-77, 90, 352-353, 358-359, 360-361, 368, 370-371, 377, 384-387, 391, 392-393, 395, 396-397, 399-400
Topic	
Roles and Systems of Government	
The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	
12. Governments have authority to make and enforce laws	SE/TE: E14-E15, 352-353, 354-355, 358-359, 360-361, 362-363, 370-371, 383, 391, 398, 401, 408

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13. The structure of local governments may differ from one community to another.	SE/TE: 354-355, 359, 384-385, 386, 387, 390-391, 392-393, 394-395, 404, 408, 409, 410
Strand	
Economics	
Topic	
Economic Decision Making and Skills	
Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.	
Content Statement	
14. Line graphs are used to show changes in data over time.	SE/TE: 158-159, 327
15. Both positive and negative incentives affect people's choices and behaviors.	SE/TE: 282-283, 284-285, 290-291, 295, 300-301, 302-303, 304-305, 306-307, 310-311, 321-323, 329-330, 339
Topic	
Scarcity	
There are not enough resources to produce all the goods and services that people desire.	
Content Statement	
16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	SE/TE: 302-303, 308, 329-330, 347
Topic	
Production and Consumption	
Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.	
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.	SE/TE: 301-303, 307, 312-315, 321, 326-327

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Topic	
<i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.	
Content Statement	
<i>18. A market is where buyers and sellers exchange goods and services.</i>	SE/TE: 306-308, 310-311, 335, 338-339, 348
Topic	
<i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	
Content Statement	
<i>19. Making decisions involves weighing costs and benefits.</i>	SE/TE: 300-301, 302-305, 329, 332, 346, 347
<i>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</i>	SE/TE: 292-293, 294