

Why?

Possible Essential Questions

1. How do the geographic characteristics of a region influence economic decisions?
2. How is quality of life measured?
3. What role does scarcity play in economic decision making?
4. How are economic resources and geographic characteristics classified?

Enduring Understanding

Economic and geographic factors influence decisions that affect the quality of life.

Economists and geographers collect and analyze data to help make decisions.

Combining economic and geographical data from different sources helps us draw conclusions about the community or region.

What?

Maryland State Department of Education Indicators and Standards

In the context of home, school, and community, at the end of grade 3, students know and are able to

Economics

- identify **economic wants** for **goods** and **services** and explain how limited **natural, capital, and human resources** require people to make choices. (MLO 4.1) [scarcity]
- identify and classify **economic resources (natural, capital, and human)** in the **production** process. (MLO 4.3)
- *explain why some goods are made locally, some elsewhere in the United States, and some in other countries.*
- give examples of **specialized** work that people do in a community. (MLO 4.6)

Geography

- construct and interpret maps to locate and describe places using **relative distance, map elements** including a title, simple grid systems, cardinal directions, compass rose, border, and **legend/key**, author and date. (MLO 3.1)
- describe and classify **physical** and **human-made features** of **places** and **regions**. (MLO 3.2)
- identify ways people adapt to and modify the natural **environment** to satisfy their wants. (MLO 3.7).
- identify a **region** as an area with one or more common **geographic characteristics**. (MLO 3.4)
- *describe ways in which people perceive places and regions, drawing from personal experience and literature.*

People of the Nation and World

- *describe the geographic and economic factors that cause groups to meet their needs in different ways.*

Skills and Processes

- *find*, interpret, and apply information specific to social studies disciplines by reading, asking questions and observing. (MLO 1.2)
- *find*, interpret, and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines. (MLO 1.3).
- *describe how their community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers and other sources.*
- read and interpret problems from social studies content. (MLO 1.6).

[*italics* = not directly assessed on MSPAP, **bold** = MSDE glossary word, [brackets] = MCPS notes]

How?

Overview

Third grade social studies uses the lens of community life through the ages to study how people organize geographic and economic systems to produce flourishing cultures. Students study where they live to create a framework for examining other cities of the past and present.

Unit One is designed to use a third--grade level scientific process to examine the characteristics of where students live. Rather than the teachers directly explaining to students the components of the

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community, students are guided through a process of defining the community. This process includes collecting data on the community and organizing, categorizing, and displaying the information. The categories are based on the concepts of economic resources and geographic features. Once the data is assembled, students are guided to write hypotheses or generalizations about a fictional community. Students then use their knowledge about economic resources and geographic characteristics to solve a problem in the fictional community.

The final section of this unit (Under Development) is a comparison study of the data they have collected about their area with Montgomery County data. Students end the unit with an assessment that requires them to solve a problem in a fictional neighborhood with a group of friends.

Unit Outline

Estimated Time*

P.5	Pre - assessment– What Do You Know About Where You Live? Measures students knowledge of economic and geographic concepts taught in first and second grade.	
P.11	Lesson Sequence One Concept attainment lesson on the difference between economic resources and geographic characteristics. A. Session One: Students categorize resource/characteristics cards. B. Session Two: Students create “rules” for inclusion/exclusion of categories. C. Session Three: Give “rules” for official categories. Students re-categorize. Explain the difference between the two systems.	
P. 21	Lesson Sequence Two KWLH Brainstorming on economic resources and geographic characteristics of their community A. Session One: Read <i>Big Green Pocketbook</i> for ideas on types of resources. B. Session Two: Connect economic concepts to the <i>Big Green Pocketbook</i> in Formative Assessment One. C. Session Three: Create KWLH graphic organizers for researching your community.	
P. 33	Lesson Sequence Three - Out the Window: How Do You Document Where You Live? Collecting and presenting the data for each category –out the window A. Session One: Counting out your classroom window as a model for students collecting data at home. B. Session Two: Getting ready to count at home. C. Session Three: Students create graphic representations of their own data.	
P. 47	Lesson Sequence Four The Giant Community Window: What can we learn? -creating questions – writing responses Formative Assessment Two Measures students’ ability to read and interpret pictograph data.	
P. 55	Lesson Sequence Five– Maps and Decisions in a Community Students analyze the data of a fictional community to see what it might look like out someone else’s window. Session One: Map orientation. Session Two: Problem identification. Session Three: Proposals for solutions.	

Concept Map: Economics and Geography Where You Live

