**Content Standards Addressed in Integrated Chocolate Unit (Grade 3)**

**Math:**

**Standard: Number, Number Sense, and Operations Standard**

**Indicator 5: Represent fractions and mixed numbers using words, numerals, and physical models.**

**Activities in integrated unit: Hershey bar fraction activity**

**Standard: Data Analysis and Probability Standard**

**Indicator 3: Read, interpret and construct bar graphs with intervals greater than one.**

**Activities in integrated unit: Constructing bar and pie graphs of favorite chocolate bar.**

**Social Studies:**

**Standard: History**

**Indicator 3: Describe changes in the community over time including changes in:**

1. **Businesses**

**d. employment**

**Activities in integrated unit: Watching video of the history of chocolate, having students pay attention to how businesses were different long ago and specifically employment.**

**Standard: Economics**

**Indicator 3: Categorize economic activities as examples of production or consumption.**

**Activities in integrated unit: Reflect on the history of chocolate video and identify producers and consumers in the world of chocolate.**

**Standard: Citizenship Rights and Responsibilities**

**Indicator 1: Describe how people help to make the community a better place in which to live including:**

**f. starting a business**

**Activities in integrated unit: After watching the video of the history of chocolate, reflect on the different jobs or roles in a chocolate factory and how without one of those roles the chocolate would never be made. Also, students will have the opportunity to create their own factory line by making chocolate dipped pretzels and each student in the factory line will have a role. Slowly start to take out one role at a time and eventually students will learn they need each role in order to succeed.**

**Standard: Citizenship Rights and Responsibilities**

**Indicator 3: Describe the responsibilities of citizenship with emphasis on:**

1. **Voting**

**Activities in integrated unit: Students will have a ballot box where they have to place their votes for their favorite kind of chocolate.**

**Science**

**Standard: Physical Sciences**

**Indicator 4: Predict the changes when an object experiences a force**

**Activities in integrated unit: Students will discuss simple machines used to make chocolate and will identify some in the YouTube video of the history of chocolate. They will also identify what kinds of force it requires such as a push or pull.**

**Standard: Scientific Ways of Knowing**

**Indicator 5: Discuss how both men and women find science rewarding as a career and in their everyday lives.**

**Activities in integrated unit: The students will invent their own chocolate candy bar and will discover the career of an inventor and how it can be rewarding.**

**Language Arts/Reading**

**Standard: Writing Processes**

**Indicator 3: Develop a purpose and audience for writing**

**Activities in integrated unit: The students will learn about persuasive writing and writing for an audience specifically to convince them to buy their chocolate bar food product that the invented.**

**Standard: Writing Applications**

**Indicator 2: Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.**

**Activities in integrated unit: The students as a class will read Chocolate Fever by Robert Kimmel Smith and will respond to journal prompts after each reading selection from the book, requiring students to react to what they read in the book.**

**Standard: Writing Applications**

**Indicator 1: Write stories that sequence events and include descriptive details on vivid language to develop characters, setting and plot.**

**Activities in integrated unit: The students will write their own story about chocolate.**