

Unit 2: Economics

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 2: Economics

Belleville Board of Education

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Unit Overview

In Unit 2, students will learn about economics and how people get what they want and need. They will also learn about goods and services. Students will be able to identify types of resources. Students will also learn about economic choices. Lastly, students will be able to learn about human capital and how they can prepare for their futures with their work today.

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Enduring Understanding

- People must make economic choices about how to get what they need and want because resources are limited.
- People use natural resources, human resources, and capital resources to produce goods and services.
- People work jobs to earn money and trade, buy, and sell goods and services to meet their wants and needs.

- People go to school and learn knowledge and skills to increase their human capital.

Essential Questions

- How do people get what they want and need?
- How have goods and services changed over time?
- Where are goods produced?
- What are the three types of resources used to create a product?
- How are economic choices made?
- How can I prepare for my future with my work today?

Exit Skills

- Describe how producers use different types of resources to make goods and provide services.
- Explain how production and consumption of goods and services has changed over time.
- Understand that people trade to get resources and goods and that companies import and export these products.
- Identify factors that consumers and producers consider when making economic choices.
- Interpret text and images in a primary source from early America.
- Use a primary source to draw conclusions about the economic history of the United States.
- Differentiate among natural, human, and capital resources.
- Describe how each type of resource contributes to the production of goods and services.
- Explain how education and training enhance human resources.
- Explain how advances in technology have changed the ways we use resources.
- Understand that economic choices involve trade-offs.
- Explain the role of opportunity cost in economic choices.
- Analyze costs and benefits of sample economic choices.
- List steps for making economic choices.

- Differentiate between needs and wants.
- Explain how students are human resources with human capital.
- Describe ways that students can increase their human capital.
- Explain why government and taxpayers provide public education.
- Identify skills and knowledge needed to do different types of jobs.
- Explain the value of volunteer work.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.CS2	Economics is a driving force for the occurrence of various events and phenomena in societies.
SOC.6.1.4.C.CS4	Availability of resources affects economic outcomes.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Interdisciplinary Connections

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Objectives

- Research how producers use different types of resources to make goods and provide services.
- Identify how production and consumption of goods and services has changed over time.
- Research how people trade to get resources and goods and identify how companies import and export these products.
- Identify factors that consumers and producers consider when making economic choices.

- Interpret text and images in a primary source from early America.
- Research a primary source to draw conclusions about the economic history of the United States.
- Differentiate among natural, human, and capital resources.
- Identify how each type of resource contributes to the production of goods and services.
- Research how education and training enhance human resources.
- Justify how advances in technology have changed the ways we use resources.
- Identify how economic choices involve trade-offs.
- Justify the role of opportunity cost in economic choices.
- Analyze costs and benefits of sample economic choices.
- Identify steps for making economic choices.
- Differentiate between needs and wants.
- Research how students are human resources with human capital.
- Identify ways that students can increase their human capital.
- Justify why government and taxpayers provide public education.
- Identify skills and knowledge needed to do different types of jobs.
- Research the value of volunteer work.

Suggested Activities & Best Practices

- **Chapter 2: Lesson 1:**
- Have students visit the website <http://www.Kids.gov> and <https://www.usmint.gov/kids> in order to observe making good economic choices, as well as identifying natural, human, and capital resources at work in their community.
- Have student pairs Think-Pair-Share five items that they consider valuable. Remind students to include two items that they cannot buy, such as time with their friends or family. Then tell the partners to work together to list their items in order from most to least valuable. Invite students to share their lists on the board. Circle items that appear in the most lists. Call on students to explain what makes these items so valuable. Ask: What are some ways that you can get these valuable things? Then discuss as a class.
- Work on the Quest, Project-Based Learning activity: Students should make a poster showing three types of resources needed to sell lemonade. They should add definitions to explain the types of resources, and include labels to explain each picture.
- **Chapter 2: Lesson 2:**

- Divide the class into teams. Read aloud clues, such as I am used to make hydropower. I am also used for drinking, washing, and cooking. What am I? (water) Have teams identify the natural resources that you describe, and award points for correct answers.
- Create a Big Book of Human Resources as a class. Ask the students questions such as "What job might you want to do one day?". Assign each student a job to illustrate and explain. Assemble the completed drawings and descriptions in a class book.
- **Chapter 2: Lesson 3:**
- Think-Pair-Share- Have students complete a Think-Pair-Share after reading aloud the Reading Check Prompt and draw attention to the graphic organizer in the Worktext. Ask them "Why do you think so many people decide to buy a pet, despite all the costs in addition to a pet's price tag?" Then discuss their ideas as a class. Point out that even though pets come with many costs, they also offer people a way to fill some need or want, such as the need for companionship.
- **Chapter 2: Lesson 4:**
- Make a poster: Ask "How do you think getting an education prepares you to be a good citizen?". Give student groups several minutes to discuss their ideas. Then challenge groups to make a poster that highlights the value of going to school and points out one or more ways in which an education prepares you to be a good citizen. Encourage students to use text and visual elements in their posters.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 3 Teacher's Edition, Student Activity Mats, Activity Guide, Student myWorld Interactive book

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

<https://www.Kids.gov>

<https://www.usmint.gov/kids>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
 - www.pearsonrealize.com
 - <https://www.tikatok.com/>
 - relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;

- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Media Literacy

21st Century Skills

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Environmental Literacy
- Civic Literacy

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- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Decreasing the amount of work presented or required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Teaching key aspects of a topic. Eliminate nonessential information
- Tutoring by peers
- Having peers take notes or providing a copy of the teacher's notes
- Providing study guides
- Allowing students to correct errors (looking for understanding)
- Marking students' correct and acceptable work, not the mistakes
- Reducing or omitting lengthy outside reading assignments
- Allowing students to select from given choices
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Modifying tests to reflect selected objectives
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- Reducing the number of answer choices on a multiple choice test
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test

- allowing students to correct errors (looking for understanding)
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- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments

- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: