Unit 2: Economics

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade Social Studies

Unit 2: Economics

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Natalie Minichini

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

Chapter 2 focuses on economics. Students will learn how people get the things they want and need. Students will learn about goods and services. Students will learn how to identify different types of sources. Students will learn about economic choices, human capital, and how they can prepare their futures with their work today.

(Reference myWorld Interactive, Chapter 2)

Enduring Understandings

- 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 to learn knowledge and skills to increase their human capital.

Essential Questions

Lesson 1: Goods and Services

- How have goods and services changed over time?
- Where are goods produced?
- Why do producers build businesses near the things they need?

Lesson 2: Types of Resources

- What three resources are used to create a product?
- How can people become more valuable human resources?
- What is the difference between capital and natural resources?

Lesson 3: Economic Choices

- How are economic choices made?
- Why do people have to make economic choices?
- What is the difference between cost and opportunity cost?

Lesson 4: Human Capital and Your Future

- How can I prepare for my future with my work today?
- Why is education important?
- What does it take to succeed on a job?

Exit Skills

By the end of Chapter 2, students will be able to:

- Acquire and accurately use domain specific words.
- Summarize the way production and consumption of goods and services and how people use resources has changed over time.
- Differentiate between natural, human, and capital resources.
- Critically think about why people need to make trade-offs when making economic decisions.
- Analyze cost and benefits.
- Determine how people get what they want and need.
- Evaluate the difference between cost and benefits.
- Explain how education and training enhance human resources.
- Identify skills and knowledge needed to do different types of jobs.

New Jersey Student Learning Standards (NJSLS)

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.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.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

	create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Learning Objectives

Lesson 1: Goods and Services

- Create a chart to illustrate how goods and services changed over time.
- Explain where goods are produced.
- Research the reasons producers build businesses near things they need.

Lesson 2: Types of Resources

- Determine how capital, human, and natural resources are used to make products.
- Develop ideas for people to become more valuable human resources.
- Analyze the differences between capital and natural resources.

Lesson 3: Economic Choices

- Design a poster to illustrate how economic choices are made.
- Construct a concept map to show why people make economic choices.
- Create a Venn diagram to show the similarities and differences between cost and opportunity.

Lesson 4: Human Capital and Your Future

- Formulate a list of ways to prepare for the future.
- Justify the importance of education.
- Determine characteristics to succeed at a job.

Suggested Activities & Best Practices

Chapter 2- Economic

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: Goods and Services

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source

Lesson 2: Types of Resources

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 3: Economic Choices

- Jumpstart Activity
- Interactivity
- Quest Connection
- Critical Thinking Skills

Lesson 4: Human Capital and Your Future

- Jumpstart Activity
- Interactivity
- Citizenship

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- Nonfiction books (capital, human, and natural resources)
- Scholastic (Economics Kids Glossary)
- Guest Speaker (Bank teller)

Technology Infusion

- Webquest (goods and services)
- IXL (Basic economic principles)
- BrainPop Jr. (natural resources)



Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are

struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

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

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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: