

Unit 3: Economy and Resources (Weeks 20-28)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit expands upon students' knowledge in financial literacy so that students can understand factors that influence our financial situations. Additionally, a hands on project will give students ownership in conserving our own community resources.

ESSENTIAL QUESTIONS

- How are savings, debt, and investments related?
- What is supply and demand?
- What happens when we have limited resources in a community?
- What types of skills are needed to produce goods and services?
- How is obtaining goods and services today different than it was in the past?
- What is the economy?
- How do various resources impact our economy?
- How can we protect our own community resources?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

SAVED

New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPD.1:

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2:

Establish a process for how individuals can effectively work together to make decisions.

6.1.2.EconET.1:

Explain the difference between needs and wants.

6.1.2.EconET.3:

Describe how supply and demand influence price and output of products

6.1.2.EconET.4:

Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconEM.1:

Describe the skills and knowledge required to produce specific goods and services.

6.1.2.EconEM.2:

Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3:

Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1:

Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.HistoryCC.3:

Make inferences about how past events, individuals, and innovations affect our current lives.

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
SOC.6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
PFL.9.1.2.FP.2	Differentiate between financial wants and needs.
PFL.9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

PFL.9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
PFL.9.1.2.PB.2	Explain why an individual would choose to save money.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

Pre-assessments will include teacher observation, general discussion, and questioning.

INSTRUCTIONAL PLAN

LESSON 1

Lesson 1: Money: Key Vocabulary

Student Learning Intentions (SLI) WALT:
(We are learning to...)

We are learning about savings, debt, and investments.

Student Learning Strategies	So I can participate in whole group discussions about the importance of saving.
Success Criteria	I can define the words savings, debt, and investments.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, savings activity
Activities and Resources	<p>Read and Discuss: Recall learning about money in Kindergarten. What do they already know? Let students know that we will learn more about money and the words: savings, debt, and investments. Are they familiar with any of these terms? Use the text, <i>Money Sense: Managing Money</i> (Andrew Einspruch) found on Epic here. Use the definitions in the book to help explain the vocabulary.</p> <p>Hands-On Activity: Brainstorm with students something they would like to save money for. Have students write and/or draw about what they would like to save for, how much money they need, and how long they think it will take them to reach their savings goal.</p> <p>Share: Students share and discuss their goals. These can also be displayed in the</p>

hallway or on a bulletin board.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Suggested Modifications

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same

opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of

writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.EconET.4

Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

LESSON 2

Lesson 2: What is Supply and Demand?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about supply and demand.
Student Learning Strategies	So I can participate in whole group discussions about the importance of supply and demand in the economy.
Success Criteria	I can define the words supply and demand.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, shop activity
Activities and Resources	Watch and Discuss: Use this video to introduce the concepts of supply and demand. What did

the students notice in the video? Can they think of their own examples for supply and demand?

Hands-On Activity: Give students a rock, a shell, or some other object to decorate. Students can color or paint the objects. Have students work in small groups. They will take turns pretending to sell the objects to the other members of their groups. What can they say to their groups to try and increase the demand for the items? Are they magic? Are they worth a lot of money? Will they need them for a certain activity?

Share: Students share what they learned from their selling activity. How were they able to convince their groups that they needed their items?

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Suggested Modifications

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

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SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

SOC.6.1.2.EconET.3

Describe how supply and demand influence price and output of products.

LESSON 3

Lesson 3: What Happens when we have Limited Resources?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about what happens when we cannot obtain our needs and wants (limited resources).
Student Learning Strategies	So I can identify the difference between a need and a want.
Success Criteria	I can name at least one thing that can happen due to limited resources.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, box activity
Activities and Resources	<p>Read and Discuss: Read <i>Boxes for Katje</i> (Candace Fleming). Why was Katje's town in ruins? Discuss why it was a big deal to receive the care package. How did Katje decide to give the items away and distribute them? Explain that there are sometimes circumstances (like a war) that can make it difficult for us to obtain our wants and our needs.</p> <p>Hands-On Activity: Give each student a box</p>

with similar items to the care package in the book. The students can work in groups to decide who in the class they would give the items to. How did they decide this? Was it difficult to make these decisions?

Share: Students share what they learned from their box activity. How were they able to make good decisions?

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

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SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.

MODULE 4

Lesson 4: What Types of Skills are Needed to Create Goods and Services?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about what skills are needed to create goods and services.
Student Learning Strategies	So I can participate in whole group discussions about creating goods and services.
Success Criteria	I can name at least one skill that is needed to create a specific good or service.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, skill activity
Activities and Resources	<p> Read and Discuss: Read <i>Magic Ramen</i> (Andrea Wang). Discuss how Japan had limited resources due to the war, just like in <i>Boxes for Katje</i>. What did Momofuku create and why? Discuss the skills that he needed to create ramen (patience, cooking skills, a desire to help, leadership, science skills, math skills, etc...) What skills do the students have in the class that could help them create a good or service? </p> <p> Hands-On Activity: Students can work in small groups. Assign each group a particular good or service in the community (food, pet walking, laundry, police, library services, dentist, </p>

etc...) Have each group make a list or draw pictures of the skills that are needed to create that good or service. (Pet walkers must enjoy being around animals. Dentists must know how to take care of teeth. Etc.)

Share: Students share what they learned from their skill activity. Now knowing this, what goods or services do they think they would be good at or have an interest in?

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
SOC.6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information

about how it impacts different regions around the world.

MODULE 5

Lesson 5: Goods and Services, Now Vs. Then

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how we obtain goods and services today vs. how we did in the past.
Student Learning Strategies	So I can participate in whole group discussions about the differences between goods and services in the present vs. the past.
Success Criteria	I can name at least one difference and one similarity between how we obtain goods and services today and in the past.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, Venn Diagram
Activities and Resources	Read and Discuss: Read <i>Ruby's Hope: A Story of the Girl in the Most Famous Photograph</i> (Monica Kulling). Briefly discuss how life was very different in the past than it is today, especially when it comes to obtaining goods and services. Introduce the book as a story set in the past, based off of real life events. Explain how the Great Depression was a time period in

history where obtaining goods and services was extremely difficult due to many people being unemployed for long periods of time. As they read the story, have students think about any similarities and differences they notice about the past vs today in regards to goods and services.

Hands-On Activity: Complete a Venn Diagram either as a whole class or in small groups with the similarities and differences they have noticed. Is anything the same?

Share: Diagrams can be displayed in the classroom or the hallway.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Suggested Modifications

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that

makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes

and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsDP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

SOC.6.1.2.EconET.2

Cite examples of choices people make when resources are scarce.

SOC.6.1.2.EconEM.3

Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

SOC.6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

MODULE 6

Lesson 6: What is the Economy?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the economy.
Student Learning Strategies	So I can participate in whole group discussions about what the economy.
Success Criteria	I can define the word, economy.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, completed poster
Activities and Resources	<p>Watch and Discuss: Watch this video from Epic about types of economies and discuss with the class. Students can turn and talk to one another about something new they learned. How are the types of economies similar and different?</p> <p>This resource from Ducksters can help with the definitions.</p> <p>Hands-On Activity: Have students work in small groups to create posters about each type of economy. Have them draw pictures and use words that define the economies.</p> <p>Share: Posters can be displayed in the classroom or hallway.</p>

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
SOC.6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

MODULE 7

Lesson 7: How do our Resources Impact our Economies?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how various resources impact economies.
Student Learning Strategies	So I can identify various resources and their impact on economies.
Success Criteria	I can explain how various resources impact economies.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion,

brainstorming idea

Activities and Resources

Read and Discuss: Use this [resource](#) from Britannica to explain natural resources. Explain how these resources naturally occur and can be helpful for our economies and communities. Without many of these resources, our economy will not work properly. Students can turn and talk with one another to discuss what they think will happen if natural resources change or run out. Use this National Geographic [article](#) to share ideas on how we can protect our natural resources.

Hands-On Activity: Brainstorm ideas as a class or in small groups to come up with ideas for a way we can protect our resources in our school community. Ideas can be related to recycling, repurposing materials, saving money, a food collection, a collection for animals, a garden project, etc...what materials will be needed to complete this?

Share: Share ideas with the class. The class should pick one idea to focus on for a service/research project that will occur during the

next lesson.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Suggested Modifications

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same

opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of

writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

MODULE 8

Lesson 8: Project Part 1

Student Learning Intentions (SLI) WALT:
(We are learning to...)

We are working as a class on a service project at our school to help conserve resources.

(NOTE: This project will probably take about a week to complete.)

Student Learning Strategies

So I can conserve resources within my school community.

<p>Success Criteria</p>	<p>I can explain how this project will help my school</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk, class discussion, completed project</p>
<p>Activities and Resources</p>	<p>Read and Discuss: Bring students attention back to the project idea they came up with. Discuss it briefly again. Read <i>Greta and the Giants</i> (Zoe Tucker) and discuss Greta Thunberg and how her ideas are helping so many people now. What was her idea? How did she carry this out? Use this as inspiration for the class’s idea.</p> <p>Hands-On Activity: Work on class project together.</p> <p>Share: Share progress of project. The class will continue working on this during the next class.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of</p>

important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself,

"How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

SOC.6.1.2.CivicsPI.5

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

MODULE 9

Lesson 9: Project Part 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are working as a class on a service project at our school to help conserve resources. (NOTE: This project will probably take about a week to complete.)
Student Learning Strategies	So I can conserve resources within my school community.
Success Criteria	I can explain how this project will help my school.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, completed project
Activities and Resources	Discuss: Re-cap yesterday's progress. Were there any challenges that came up? Hands-On Activity: Work on class project

together.

Share: When project is complete, students can share with the school and with other classes.

Celebrate!

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Suggested Modifications

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for

completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

SOC.6.3.2.CivicsPD.1

With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

SOC.6.3.2.GeoGI.2

Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1

Ask and answer questions about key details in a text.

ELA.L.RF.1.1

Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELA.L.RF.1.2.A

Distinguish long from short vowel sounds in spoken single-syllable words.

ELA.L.RF.1.2.B

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LA.RI.1.2

Identify the main topic and retell key details of a text.

LA.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

LA.RF.1.4.A

Read grade-level text with purpose and understanding.