

Unit 3: Economics, Innovation, and Technology (Weeks 20-28)

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

UNIT RATIONALE

In this unit, students will learn about how factors such as producers and consumers, goods and services, supply and demand, and various resources impact our economy. Students will also learn the importance of conserving Earth's resources, and strategies for caring for our Earth.

ESSENTIAL QUESTIONS

1. How do producers and consumers depend on each other?
2. How do people get money to pay for goods and services?
3. What factors influence our economy?
4. What are resources and how do they contribute to favorable economic conditions?
5. What are strategies we can use to conserve our resources and protect the Earth?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

6.1.2.Geo.GI.2:

Use technology to understand the culture and physical characteristics of regions.

6.1.2.EconET.1:

Explain the difference between needs and wants.

6.1.2.EconET.2:

Cite examples of choices people make when resources are scarce

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.EconET.5:

Describe how local and state governments make decisions that affect individuals and the community.

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.EconNE.2:

Describe examples of goods and services that governments provide.

SOC.6.1.2.EconET.1	Explain the difference between needs and wants.
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.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
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.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.EconNE.2	Describe examples of goods and services that governments provide.
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.

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

PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
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.1	Explain how emotions influence whether a person spends or saves.
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.2	Explain why an individual would choose to save money.
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ETW.1	Classify products as resulting from nature or produced as a result of technology.
CS.K-2.8.2.2.ETW.2	Identify the natural resources needed to create a product.
CS.K-2.8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

PRE-ASSESSMENTS

[Unit 3 PreAssessment](#)

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 1 We are learning to understand how producers and consumers provide and use goods and services.
Student Learning Strategies	Students will <ul style="list-style-type: none">- define producers and consumers- define goods and services- identify examples of goods or services they can make or provide
Success Criteria	I can provide examples of how producers make and provide goods and services, and how consumers buy or use them.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">- Turn & talk- Class discussion- Service poster project
Activities and Resources	Watch & Discuss: Goods and Services (stop at 2:28) on BrainPop, Jr. OR Read & Discuss: Goods and Services Around Town by Heather Schwartz (available on Epic!). Activity: Have students work independently, in partners, or in small groups to brainstorm things they are good at and that can help others (cleaning, dog-sitting, yard work, homework help, etc.). Then, have students create posters or flyers advertising their services and how much it will cost. Encourage your students to think of a catchy phrase that will help consumers remember their service. This can be done on chart paper or construction paper to display, or in student notebooks.
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:

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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.1	Explain the difference between needs and wants.
SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
SOC.6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 2 We are learning to understand how supply and demand influence the price and output of products. *You may choose to split this lesson across 2 days.
Student Learning Strategies	Students will - define and explain supply and demand - provide examples of supply and demand - explain how supply and demand influences how much things cost
Success Criteria	I can explain how supply and demand influences prices.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Sorting activity
Activities and Resources	Read & Discuss: Prices! Prices! Prices! Why They Go Up and Down by David A. Adler (available on Epic!). Activity: Complete the Supply & Demand Sort activity. This can be done as a class on a large chart, in partners/small groups, or both. You may choose to have students glue their completed work into their Social Studies notebooks.
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

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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.

Students with 504 Plans:

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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.

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.

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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

	<p>of the test in the morning, another portion after lunch and the final part the next day.</p> <p>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.</p>
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- SOC.6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- SOC.6.1.2.EconET.3 Describe how supply and demand influence price and output of products.

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 3</p> <p>We are learning to understand the impact that decisions about saving and spending money can have on peoples' lives.</p>
Student Learning Strategies	<p>Students will</p> <ul style="list-style-type: none"> - justify why it is important for people to save money - provide examples of things people should save money for - differentiate between appropriate times to save, spend, or donate money
Success Criteria	<p>I can provide specific examples of saving and spending and how they can impact peoples' lives.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Sorting activity
Activities and Resources	<p>Read & Discuss:</p> <p>Why Money Matters by Rachel Eagen (available on Epic!)</p> <p>Activity:</p> <p>Complete the "Spend, Save, or Donate" digital sort. You may choose to do this as a class, or individually on student chromebooks. You may also choose to print this out and have students complete a paper copy to glue into their Social Studies notebooks.</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.

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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

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.

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read instead of reading it him/herself.

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[Lesson 3 Spend, Save, or Donate Digital Sort.pptx](#)

SOC.6.1.2.EconET.3

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

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 4 We are learning to identify the three types of resources that contribute to our economy: human, capital, and natural.
Student Learning Strategies	Students will - explain what human resources, capital resources, and natural resources are - provide examples of human, capital, and natural resources in our world today
Success Criteria	I can define and provide examples of human resources, capital resources, and natural resources.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Vocabulary worksheet
Activities and Resources	Watch & Discuss: Human, Capital, and Natural Resources for Kids on Youtube.

Activity:

1. Complete the vocabulary review worksheet. This can be done as a class chart, or as individual student worksheets (which can be glued into a social studies notebook).
2. Discuss and work together as a class to complete the resources chart (feel free to use examples from the video). You may choose to have students complete their own lists (which can be glued into a Social Studies notebook), or complete a class chart on chart paper.

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Suggested Modifications

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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.

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.

[Lesson 4 Worksheet.pdf](#)

[Lesson 4 Resources Chart](#)

[Lesson 4 Economic Resources Posters.pdf](#)

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.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.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.

MODULE 5

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 5 We are learning to understand how the natural resources in different environments are useful in our lives and benefit our economy.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - identify various natural resources and justify their value - explain how producers and consumers utilize renewable and nonrenewable natural resources
<p>Success Criteria</p>	<p>I can provide examples of natural resources and how they are used by producers and consumers.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Worksheet/cut & glue activity - Extension activity
<p>Activities and Resources</p>	<p>Watch & Discuss: Natural Resources on BrainPop, Jr. (5:06) OR Natural Resources for Kids on Youtube (9:32)</p> <p>Activity: Complete the “How are natural resources used?” <i>worksheet</i>. This can be done as a class on a large chart, in partners/small groups, or both. You may choose to have students glue their completed work into their Social Studies notebooks.</p> <p>OR Complete the “How do we use natural resources?” <i>cut & glue</i> activity. This can be cut out and glued into Social Studies notebooks, or onto construction paper to be put on display.</p> <p>Optional Extension: Have students write sentences and illustrate an example of how we use natural resources.</p> <p>*Poster provided as a visual - you may choose to hang this on a bulletin board or easel to reference throughout the lesson/unit.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p>

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.

[Lesson 5 Poster.pdf](#)

[Lesson 5 How Are Natural Resources Used Worksheet](#)

[Lesson 5 Cut & Glue How Do We Use Natural Resources](#)

SOC.6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
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.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
SOC.6.1.2.EconNE.2	Describe examples of goods and services that governments provide.

MODULE 6

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

Lesson 6

We are learning how to conserve resources by reducing, reusing, and recycling.

Student Learning Strategies

Students will

- define and differentiate between reducing, reusing, and recycling
- provide examples of items they can reduce, reuse, or recycle
- justify why conserving resources by reducing, reusing, and recycling is beneficial to our environment

<p>Success Criteria</p>	<p>I can explain how the “Three R’s” (Reduce, Reuse, and Recycle) are helpful to our environment and conserving resources.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Worksheet
<p>Activities and Resources</p>	<p>Watch & Discuss: Reduce, Reuse, Recycle on BrainPop, Jr.</p> <p>Activity: Complete one of the Reduce, Reuse, Recycle worksheets or flipbooks. You may choose whichever option works best for your students.</p>
<p>Suggested Modifications</p>	<p>English Language Learners</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 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.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a</p>

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.

[Lesson 6 Reduce, Reuse, Recycle Worksheet.pdf](#)

[Lesson 6 Reduce Reuse Recycle.pdf](#)

[Lesson 6 3Rs Sort and Flipbook.pdf](#)

[Lesson 6 3Rs Flipbook.pdf](#)

SOC.6.1.2.EconET.2

Cite examples of choices people make when resources are scarce.

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.2

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

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 7 We are learning to recycle, and keep track of items we've recycled in a chart.
Student Learning Strategies	Students will - identify items which can be recycled - utilize charts and graphs to keep track of recycled items
Success Criteria	I can use a chart and graph to record recycled items.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Chart/graph
Activities and Resources	Activity: Assign the "My Recycling Chart" activity for students to complete at home for a time period of your choice (recommendation is 1 week). Then, have students bring their completed charts into school to complete a large class graph. You may choose to use the "Earth Heart" pieces for your graph, which students can color and cut out to glue or tape onto a large display.

Suggested Modifications

English Language Learners

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.

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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.

[Lesson 7 Earth Heart Pieces.docx](#)

[Lesson 7 Recycling Picture Graph.pdf](#)

PFL.9.1.2.CR.1

Recognize ways to volunteer in the classroom, school and community.

SOC.6.1.2.EconET.1

Explain the difference between needs and wants.

SOC.6.1.2.EconET.2

Cite examples of choices people make when resources are scarce.

SOC.6.1.2.EconET.5

Describe how local and state governments make decisions that affect individuals and the community.

SOC.6.1.2.EconNE.1

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

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 8 We are learning to take care of our Earth.
Student Learning Strategies	Students will - identify the lesson and message of The Lorax - explain how the story of The Lorax relates to real-world issues - provide examples of what people can do to protect Earth and conserve natural resources
Success Criteria	I can use inspiration from The Lorax to identify ways can help protect our Earth.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Class list - Class display
Activities and Resources	Read OR Watch & Discuss: The Lorax by Dr. Seuss (video read aloud available on YouTube). Activity: Discuss ways we have been inspired by The Lorax. Brainstorm a list of ways that we can lend a helping hand to protect our Earth (on a chart). Optional Extension/Craft: Have students trace and cut out their hand prints. Have them write 5 ways that they can help the environment, and decorate. Then, attach all the hands to a tree trunk made of recycled brown paper bags. This can be made into a bulletin board display for the school!
Suggested Modifications	English Language Learners 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

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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.

Students with 504 Plans

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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

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Peer Support: Peers can help build confidence in other students by assisting in peer learning.

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

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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.

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.2

Cite examples of choices people make when resources are scarce.

SOC.6.1.2.EconET.5

Describe how local and state governments make decisions that affect individuals and the community.

REFLECTIONS

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