

Curriculum	
Content Area: Social Studies	
Unit Title: Geography: Where and How We Live	Duration: September, October, November
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • What are key geographical landforms and map features? • How does geography affect the way we live? 	
Enduring Understandings <ul style="list-style-type: none"> • Maps have various features. • Geography can influence how people live. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Use maps and geographical terms to locate their own community • Identify countries on a map of North America • Locate key geographic features on a map of the Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents. • Use map skills to locate communities on a map, determine directions, and measure distances between various locations. • Use cardinal and intermediate directions to give directions to and from predetermined locations • Identify states and communities on a map of the United States. • Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community. • Compare and contrast different regions in terms of their geographic characteristics. • Use map tools: scale, grid, key (legend), symbols, title, and compass rose. • Identify cardinal and intermediate directions, and use a compass rose. • Describe the changes that Blairstown has gone through by comparing the past and present of Blairstown 	

Focus Standards (Major Standards)

6.1.5.CivicsCM3: Identify the types of behaviors that promote collaboration and problem solving with other who have different perspectives

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

New Jersey Student Learning Standards: Interdisciplinary Connections

- RI.3.7: Use information gained from text features (e.g., illustrations, maps, photographs) and the worlds in a text to demonstrate understanding of the text (e.g., where, when, wh, and how key events occur).
- 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1).

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Instructional Plan

Understanding the Geography of Our World: 5-7 Days

- Locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents.
- Identify countries on a map of North America.
- Identify states and communities on a map of the United States.

Finding Places in the United States: 5-7 Days

- Identify cardinal and intermediate directions, and use a compass rose.
- Use map skills to locate communities on a map, determine directions, and measure distances between various locations.
- Single out a landmark for which your community is known, and commemorate it with a drawing.

Geography and the Way We Live: 5-7 Days

- Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community.
- Compare and contrast different regions in terms of their geographic characteristics.
- Use map tools: scale, grid, key (legend), symbols, title, and compass rose.

People and Their Environment: 5-7 Days

- Identify and describe the diverse environments of North America.
- Discuss the ways in which physical geography, including climate, influenced how people adapted to their natural environment.

The History of Blairstown: 7-10 Days

- Identify and describe the physical features, climate and natural resources of Blairstown
- Identify the first inhabitants of Blairstown and how geography affected their decision to settle in this area
- Describe early Blairstown and any structures that remain

- Create a timeline of the evolution of Blairstown

Evidence of Student Learning

Formative Assessments

- Writing response
- Notebook responses
- Journal entries
- Vocabulary checks
- Map Activities

Summative Assessments

- Lesson Games
- Map quizzes
- End of the Unit Test
- Project Based Learning Project

Benchmark Assessments

- KLQ: Know, Learned, Question
- 3-2-1 (3 Facts Learned, 2 Interesting Facts, 1 Thing Still Wondering)
- EdPuzzle
- 3-D Globe: paper mache globe
- Build a Compass
- Use a scale ruler to measure distances between cities on a map
- Create a travel brochure about a community
- Blairstown History timeline

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.

Special Education/504

- Small group reading partner reading, or audio version of nonfiction text
- Provide ample visuals
- Scaffolded Lessons
- Small group instruction
- Flexible grouping
- Extended time on tests and assignments
- Reduced homework or classwork
- Oral assessments
- Model activity and ask at least one student to repeat it as well before having all students complete the task
- Provide checklists to break projects into smaller parts

Students at Risk for Failure

- Provide informational text articles at individual reading levels
- Offer one-on-one study sessions a few days before any assessments
- Provide opportunity for students to discuss material verbally with other students or in small groups with teacher
- Tiered assignments

Gifted and Talented

- Allow students to create a personal extension for one or more of the topics studied in the unit, then share their findings/experiment
- Internet Based Research
- Allow students to create the grading scale (rubric) for projects
- Provide choice boards that allow for a variety of acceptable products or outcomes
- Provide opportunities for open-ended, self-directed activities
- Provide tests at a higher level of thinking

ELL

- Modify worksheet/test including word bank and fewer choices (2-3 rather than 4 choices)
- Modify worksheet/test with larger text font, highlight key words, test/quiz on main topics, and provide study guide
- Supplemental reading material

Suggested Materials

- Maps and atlases
- Rulers or map scale rulers
- Map games
- Student interactive vocabulary notebook
- TCI printed resources
- Teacher created materials
- Visual supports
- Blairstown booklet or pamphlet
- Historical documents

Suggested Resources

- TCI History Alive! Our Community and Beyond www.teachtci.com
- Newsela.com
- DK Find Out: Our Earth (interactive site for students)
- DBQ Project
- Geology.com
- World Geography Games
- PBS Media: Travel Around the World, Continents and Countries
- Where in the World Are We?
- Mr. Nussbaum's Geography Games
- Flocabulary: The Five Themes of Geography
- Interactive United States Map
- What is it like where you live?
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, Razplus
- *Earthdance* by Joanne Ryder
- *The Ultimate Book of Planet Earth* by Anne-Sophie Baumann
- *Red, White, Blue, and Uncle Who?* by Teresa Bateman
- *What a Waste: Trash, Recycling, and Protecting Our Planet* by Jess French
- *Pollution: Problems Made by Man* by Baby Professor

- *Nico's New Necklace: Nico and the Pollution Problem* by Stewart O. Dunn. Illustrated by Niki Walsh

Curriculum	
Content Area: Social Studies	
Unit Title: Immigration and Cultures	Duration: December, January, February
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How did the United States become a culturally diverse country? • How are people around the world alike and different? 	
Enduring Understandings <ul style="list-style-type: none"> • People immigrate for a variety of reasons. • There can be challenges when people immigrate. • Different cultures contribute to our society. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Describe the various reasons groups of people immigrated to the United States and the challenges they encountered. • Discuss the pros and cons of immigrating to a new country • Show that our culture is made up of different groups of people. • Identify cultural contributions of diverse groups to our communities • Identify how individuals have solved problems to improve the lives of people in their own communities and in communities around the country. • Explain why all individuals share a responsibility for making their community a better place to live. 	

- Compare and contrast my culture with other cultures from around the world

Focus Standards (Major Standards)

6.1.5.CivicsCM3: Identify the types of behaviors that promote collaboration and problem solving with other who have different perspectives

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

New Jersey Student Learning Standards: Interdisciplinary Connections

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3MD.B Represent and interpret data

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

Instructional Plan

Settling in the United States 5-7 days

- Analyze why and how people immigrate to the United States.
- Compare benefits and drawbacks of immigrating to the United States.
- Draw conclusions from primary and secondary sources.

Diversity in the United States 7-10 days

- Identify specific examples of cultural diversity.
- Identify cultural contributions of diverse groups to our communities.

Cultures Around the World 15 days

- Identify the locations of continents and countries around the world.
- Analyze cultural artifacts to identify what they reveal about ways of life.
- Compare and contrast various ways of life.

Contributions of Different Cultures to Our Community 10 days

- Identify how six individuals solved problems to improve the lives of people in their own communities and in communities around the country.
- Explain why all individuals share a responsibility for making their community a better place to live.

- Research and describe the contributions of someone who has improved life in the local community.

Evidence of Student Learning

Formative Assessments

- Writing response
- Notebook responses
- Journal entries
- Vocabulary checks
- Venn Diagrams
- Class discussions
- Teacher observations

Summative Assessments

- Lesson Game
- End of the Unit Test
- Project Based Learning Activities (Compare and Contrast Holidays Around the World)

Benchmark Assessments

- KLQ: Know, Learned, Question
- 3-2-1 (3 Facts Learned, 2 Interesting Facts, 1 Thing Still Wondering)
- EdPuzzle
- Analyze written and visual primary sources from various time periods
- Research the various contributions of different cultures to our communities

Suggested Options for Differentiation

Modifications

Material will be presented through use of various multiple intelligences to meet the needs of all learners.

Special Education/504

- Small group reading, partner reading, or audio version of nonfiction text
- Provide ample visuals
- Model activity and ask at least one student to repeat it as well before having all students complete the task
- Provide checklists to break projects into smaller parts
- Scaffolded Lessons
- Small group instruction
- Flexible grouping
- Extended time on tests and assignments
- Reduced homework or classwork
- Oral assessments

Students at Risk for Failure

- Provide informational text articles at individual reading levels
- Offer one-on-one study sessions a few days before any assessments
- Provide opportunity for students to discuss material verbally with other students or in small groups with teacher
- Tiered assignments

Gifted and Talented

- Allow students to create a personal extension for one or more of the topics studied in the unit, then share their findings/experiment
- Internet based research
- Allow students to create the grading scale (rubric) for projects
- Provide choice boards that allow for a variety of acceptable products or outcomes
- Provide opportunities for open-ended, self-directed activities
- Provide tests at a higher level of thinking

ELL

- Modify worksheet/test including word bank and fewer choices (2-3 rather than 4 choices)
- Modify worksheet/test with larger text font, highlight key words, test/quiz on main topics, and provide study guide

Suggested Materials

- Maps and atlases
- Student interactive vocabulary notebook
- TCI printed resources
- Teacher created materials
- Visual supports

Suggested Resources

- TCI History Alive! Our Community and Beyond www.teachtci.com
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, RazKidsplus
- *Angel Island: Gateway to Gold Mountain* by Russell Freedman
- *An Ellis Island Time Capsule: Artifacts of the History of Immigration* by Rachel Hanel
- *Gittel's Journey: An Ellis Island Story* by Leslea Newman
- *The Day You Begin* by Jacqueline Woodson
- *Grandfather's Journey* by Allen Say
- *Diversity is Key: A Story About Embracing Differences* by Bryan Smith
- *American Trailblazers: 50 Remarkable People Who Shaped U.S. History* by Lisa Trusiani
- *Our Rights: How Kids Are Changing the World* by Janet Wilson
- [American on the Move](#)
- [The History of Ellis Island](#)
- [Immigration and Relocation History of the United States](#)
- [PBS Media: Holidays All Around the World](#)
- [Passport to National Monuments](#)
- [DK Find Out: Our Earth](#) (interactive site for students)

Curriculum

Content Area: Social Studies

Unit Title: Government and Citizenship	Duration: March, April
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How is our government set up? • How do we have a voice in our community, state and world? 	
Enduring Understandings <ul style="list-style-type: none"> • Our government has a structure. • I can describe the various political offices and the responsibilities of those positions at various levels of government. • I can describe the responsibilities of being a productive citizen • I can evaluate solutions to problems in our community 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Distinguish between public and private services. • Evaluate the relative importance of different public services. • Use a bar graph and a pictograph to represent numerical data. • Identify the three main levels of government in the United States and the basic law that all of them must obey. • Describe the main responsibilities of individuals at various levels of government. • Identify four ways for people to have a voice in their community. • Evaluate arguments for opposing positions on an issue. • Describe a step-by-step process for preparing to vote responsibly in an election. • Identify specific ways of showing public virtue. • Develop a detailed proposal for a community project to help the world around them. • Evaluate and compare ideas for community projects. 	

Focus Standards (Major Standards)

6.1.5.CivicsCM3: Identify the types of behaviors that promote collaboration and problem solving with other who have different perspectives

6.1.5.CivicsPI.4: Describe the services our government provides to the people in the community, state and across the United States.

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

New Jersey Student Learning Standards: Interdisciplinary Connections

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Instructional Plan

Providing Public Services: 7-10 Days

- Explore why people join communities and how public services are paid for.
- Learn about six different public services and rank their importance.

Government in the United States 7-10 Days

- Identify the three main levels of government in the United States and the basic law that all of them must obey.
- Describe the main responsibilities of individuals at various levels of government.

Citizenship and Participation 5-7 Days

- Identify four ways for people to have a voice in their community.

- Evaluate arguments for opposing positions on an issue.
- Describe a step-by-step process for preparing to vote responsibly in an election.

Making a Difference in the World **7-10 Days**

- Identify specific ways of showing public virtue.
- Develop a detailed proposal for a community project to help the world around them.
- Evaluate and compare ideas for community projects.

Evidence of Student Learning

Formative Assessments

- Writing response
- Notebook responses
- Journal entries
- Vocabulary checks

Summative Assessments

- Lesson Game
- End of the Unit Test
- Project Based Learning Project

Benchmark Assessments

- KLQ: Know, Learned, Question
- 3-2-1 (3 Facts Learned, 2 Interesting Facts, 1 Thing Still Wondering)
- EdPuzzle
-

- Identify a problem in the community and create an action plan to solve the problem

Suggested Options for Differentiation

Modifications

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.

Special Education/504

- Small group reading, partner reading, or audio version of nonfiction text
- Provide ample visuals
- Model activity and ask at least one student to repeat it as well before having all students complete the task
- Provide checklists to break projects into smaller parts
- Scaffolded Lessons
- Small group instruction
- Flexible grouping
- Extended time on tests and assignments
- Reduced homework or classwork
- Oral assessments

Students at Risk for Failure

- Provide informational text articles at individual reading levels
- Offer one-on-one study sessions a few days before any assessments
- Provide opportunity for students to discuss material verbally with other students or in small groups with teacher
- Tiered assignments

Gifted and Talented

- Allow students to create a personal extension for one or more of the topics studied in the unit, then share their findings/experiment
- Allow students to create the grading scale (rubric) for projects
- Provide choice boards that allow for a variety of acceptable products or outcomes
- Provide opportunities for open-ended, self-directed activities
- Provide tests at a higher level of thinking

ELL

- Modify worksheet/test including word bank and fewer choices (2-3 rather than 4 choices)

- Modify worksheet/test with larger text font, highlight key words, test/quiz on main topics, and provide study guide

Suggested Materials

- Maps and atlases
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, RazKidsplus
- Student interactive vocabulary notebook
- TCI printed resources
- Teacher created materials
- Visual supports

Suggested Resources

- TCI History Alive! Our Community and Beyond www.teachtci.com
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, RazKidsplus
- *Jobs Around Town* by Shelly Buchanan
- *Government: How Local, State, and Federal Government Works* by Mark Friedman
- *Mayor* by Jacqueline Laks Gorman
- *I Voted: Making a Choice Makes a Difference* by Mark Shulman
- *What Can a Citizen Do?* by Dave Eggers and Shawn Harris
- *V Is for Voting* by Kate Farrell. Illustrated by Caitlin Kuhwald
- *Never Too Young! 50 Unstoppable Kids Who Made a Difference* by Aileen Weintraub
- *We Are Power: How Nonviolent Activism Changes the World* by Todd Hasak-Lowy
- *Maybe Something Beautiful: How Art Transformed a Neighborhood* by F. Isabel Campoy and Theresa Howell
- *Kindness Is My Superpower: A Children's Book About Empathy, Kindness and Compassion* by Alicia Ortego
- [What is Public Works? a short video](#)
- [PBS: Public Service Jobs in the Community](#)
- [Community Helpers: a short video](#)
- [Ben's Guide to the United States Government](#)
- [What Kids Can Do to Make a Difference in the World](#)

- [Project Based Learning: PBL Workds](#)
- [A Collection of Voting and Election videos for students](#)
- [Kids Can Make a Difference](#)

Curriculum	
Content Area: Social Studies	
Unit Title: Economics	Duration: May, June
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • What is economics? • How does global trade affect our economy? 	
Enduring Understandings <ul style="list-style-type: none"> • I can describe how people buy and sell things. • I can explain why and how prices of items change. • I can describe how my community is affected by the global economy. • I can describe the effects of available resources on the choices people make. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain how goods and services are bought and sold at market. • Analyze how scarcity forces people to make decisions and that those decisions have benefits and costs. 	

- Describe the free market economy of the United States.
- Identify the interests of buyers and sellers in a market with respect to price
- Differentiate between a producer and a consumer
- Explain the effects of supply and demand on prices and predict what will happen to prices when supply or demand changes.
- Analyze reasons for high and low prices of goods and services in the local community.
- Describe why and how people save money.
- Analyze various financial situations and debate the best course of action to take.
- Decide how to allocate money to various budget categories.
- Analyze various financial situations and debate the best course of action to take.
- Decide how to allocate money to various budget categories.

Focus Standards (Major Standards)

6.1.5.CivicsCM3: Identify the types of behaviors that promote collaboration and problem solving with other who have different perspectives

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

New Jersey Student Learning Standards: Interdisciplinary Connections

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

Instructional Plan

How Do We Buy and Sell Things? 7-10 Days

- Explain how goods and services are bought and sold at market.
- Analyze how scarcity forces people to make decisions and that decisions have benefits and costs.
- Describe the free market economy of the United States.

Why Do Prices Change in Our Economy? 10 Days

- Identify the interests of buyers and sellers in a market with respect to price.
- Explain the effects of supply and demand on prices.
- Predict what will happen to prices when supply or demand changes.
- Analyze reasons for high and low prices of goods and services in the local community.

Using Money Wisely 10 Days

- Describe why and how people save money.
- Analyze various financial situations and debate the best course of action to take.
- Decide how to allocate money to various budget categories.

The United States and Global Trade 10 Days

- Analyze a simulated pattern of global trade.
- Identify different perspectives about global trade.
- Identify products sold in the local community that are involved in global trade.
- Annotate world maps with examples of trade.

Evidence of Student Learning

Formative Assessments

- Writing response
- Notebook responses
- Journal entries
- Vocabulary checks

Summative Assessments

- Lesson Game
- End of the Unit Test
- Project Based Learning Project

Benchmark Assessments

- KLQ: Know, Learned, Question
- 3-2-1 (3 Facts Learned, 2 Interesting Facts, 1 Thing Still Wondering)
- EdPuzzle
- Economy Project
- Create a class economy
- Play a budget game

Suggested Options for Differentiation

Modifications

- Material will be presented through use of various multiple intelligences to meet the needs of all learners.

Special Education/504

- Small group reading, partner reading, or audio version of nonfiction text
- Provide ample visuals
- Model activity and ask at least one student to repeat it as well before having all students complete the task

- Provide checklists to break projects into smaller parts
- Scaffolded Lessons
- Small group instruction
- Flexible grouping
- Extended time on tests and assignments
- Reduced homework or classwork
- Oral assessments

Students at Risk for Failure

- Provide informational text articles at individual reading levels
- Offer one-on-one study sessions a few days before any assessments
- Provide opportunity for students to discuss material verbally with other students or in small groups with teacher
- Tiered assignments

Gifted and Talented

- Allow students to create a personal extension for one or more of the topics studied in the unit, then share their findings/experiment
- Allow students to create the grading scale (rubric) for projects
- Provide choice boards that allow for a variety of acceptable products or outcomes
- Provide opportunities for open-ended, self-directed activities
- Provide tests at a higher level of thinking

ELL

- Modify worksheet/test including word bank and fewer choices (2-3 rather than 4 choices)
- Modify worksheet/test with larger text font, highlight key words, test/quiz on main topics, and provide study guide

Suggested Materials

- Coins, paper money
- Maps and atlases
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, RazKidsplus
- Student interactive vocabulary notebook

- TCI printed resources
- Teacher created materials
- Visual supports
- Budget games

Suggested Resources

- TCI History Alive! Our Community and Beyond www.teachtc.com
- Brain Pop Jr.
- Scholastic News
- Leveled Reading Passages: EPIC, RazKidsplus
- *The United States Economy (Primary Source Readers)* by Alex Dalenber
- *Max Explains Everything: Grocery Store Expert Hardcover* by Stacy McNulty
- *Nobody Knows How to Make a Pizza* by Julie Borowski. Illustrated by Tetiana Kopytova
- *The History of Money: From Bartering to Banking* by Martin Jenkins
- *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer
- *Money Ninja: A Children's Book About Saving, Investing, and Donating (Ninja Life Hacks)* by Mary Nhinh
- *Mansa's little Reminders: Scratching the Surface of Financial Literacy* by A.D. Williams and Kendal Fordham
- *National Geographic Kids Everything Money: A wealth of facts, photos, and fun!* by Kathy Furgang
- *The Day I Swapped My Dad for Two Goldfish* by Neil Gaiman
- [Methods of Payment short video](#)
- [Goods vs. Services](#)
- [The Mint for Kids](#)
- [Council for Economic Education Lessons](#)
- [Flea the Frog: Savings and Credit Cards: a short video](#)
- [Black Beard the Pirate: Resources are Limited: a short video](#)
- [Peter Pig's Money Counter: a savings and investing game](#)
- [Scarcity Cat: Supply and Demand: a short video](#)
- [Trading Around the World: an interactive trading around the World activity](#)