

# **SOCIAL STUDIES**

## **GRADE 3**

THE EWING PUBLIC SCHOOLS

2099 Pennington Road

Ewing, NJ 08618

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Revised by: Social Studies Department

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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## **Preface**

The Third Grade Social Studies curriculum employs a thematic approach to historical inquiry in multiple units. Students employ historical thinking and map skills during their investigations of New Jersey geography, New Jersey history, local government and the economy of the state. Emphasis is placed on anchor skills including close reading of text, citing specific evidence, summarizing key ideas and details, and analyzing how and why individuals, events, and ideas develop within the course of a given text.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**ELA Integration**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

## **Unit 1: New Jersey - Regions and Geography**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

This unit introduces the culture and geography of New Jersey and Ewing Township. The Five Themes of Geography will be emphasized throughout this and other units of study (Location, Place, Human-Environment Interaction, Movement and Regions).

### **Enduring Understandings:**

- New Jersey regions have geographic features which make them special
- Ewing Township has geographic features which makes it special
- New Jersey has important cities and towns
- People who have become well-known around the world come from New Jersey and Ewing Township
- New Jersey is a diverse state with wonderful places to see and things to do · Ewing Township is a wonderful town with wonderful places to see and things to do

### **Essential Questions:**

- What defines a region?
- How has geography influenced life in New Jersey?
- How do inventions change our way of life?

### **Acquired Knowledge:**

- There are four regions in New Jersey (Ridge and Valley, Highlands, Piedmont, Atlantic Coastal Plain)
- Thomas Edison, Sam Morse, Albert Einstein, Richard Hollingshead, Joseph Campbell, Lloyd Conover, and John Stetson, among others, made this world a better place to live through their contributions
- Recognize that entrepreneurs play a role in a capitalist society · Ewing is located in Mercer County which is the central part of NJ

### **Acquired Skills:**

- Place important places on a map of New Jersey (cities, land forms, counties, etc.)
- Identify famous people from New Jersey and why they are well known · Describe how geography and resources affect the state economic growth (tourism, agriculture, research, etc.)
- Use a map to locate Ewing and Mercer County

**Assessments:**

## Formative Assessment:

- Students research the geography of New Jersey using maps, atlases, library books and the Internet
- Given a map of New Jersey, the students will be able to point to, identify or label a region in New Jersey
- Tell a partner about places to see or things to do, famous people, geographic features that are found in New Jersey

## Summative Assessment:

- Students choose a geographic region to research one the five themes of geography. Location, Place, Human-Environment Interaction, Movement and Regions
- Students choose a famous person from New Jersey and identify their contributions

## Benchmark Assessment:

- Unit test: multiple choice, labeling, open-ended

## Alternative Assessment:

- Modified Unit Test

**Interdisciplinary Connections:**

- Math – Interstate Highways that run North and South have odd numbers and Interstate Highways that run east and west have even numbers; use a map of NJ and determine what highways run North and South and East and West

**Accommodations and Modifications:**

- Students will create a set of flashcards for the regions of New Jersey matching it with its geographical features
- Provide a vocabulary word bank for vocabulary
- Guided notes will be provided for New Jersey regions

**Suggested Learning Activities:**

- Students will compute the mileage between selected cities in New Jersey  
Students will research a famous person from New Jersey and present report to class

**2020 NJSLS:**

- 6.1.5.GeoPP.1
- 6.1.5.GeoPP.2
- 6.1.5.GeoPP.4
- 6.1.5.GeoPP.6
- 6.1.5.GeoSV.2
- 6.1.5.GeoSV.4
- 6.1.5.GeoHE.1
- 6.1.5.GeoHE.2
- 6.1.5.GeoGI.1
- 6.1.5.GeoGI.5
- 6.1.5.EconET.3
- 6.1.5.HistoryCC.1
- 6.1.5.HistoryCC.2
- 6.1.5.HistoryCC.8
- 6.1.5.HistoryCC.9

**Instructional Resources:**

Core:

- NJCSS Resources

Supplemental:

- NJ Historical Commission
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
- <http://cnjschoolprogram.wordpress.com/student-resources/>
- [http://www.state.nj.us/hangout\\_nj/](http://www.state.nj.us/hangout_nj/)
- <https://edsitement.neh.gov/lesson-plan/thomas-edisons-inventions-1900s-and-today-new-you> (Thomas Edison)
- [http://www.votesmart.org/resource\\_classroom\\_01.php](http://www.votesmart.org/resource_classroom_01.php)
- <http://www.byways.org/explore/> (highways and routes based on region of country)
- <http://www.eduplace.com/ss/index.jsp>
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm> (history, geography and state government)
- Skype or write letters to another class in a different area of the United States
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 34- 39 · New Jersey – Adventures in Time and Place, McGraw Hill, 2001 p. 228 · New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. G-2 and G-3 (Five Themes of Geography)

**Technology Integration:**

- Students will create a PowerPoint presentation regarding the importance of specific regions within New Jersey

## **Unit 2: Native Americans of New Jersey**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

The Lenape people were the first inhabitants of New Jersey and settled in the area which is known as Ewing Township.

### **Enduring Understandings:**

- The Lenape were the first inhabitants of New Jersey
- Their way of life was determined by the geography of land
- The Lenape had a community in which members had roles and responsibilities
- The Lenape had a system of government

### **Essential Questions:**

- How do communities change over time?
- How are resources used by people who settle in a region?
- Are wants and needs essentially the same for all people?
- Are families essentially the same in the past as they are today?
- What causes a community to thrive?
- How do geography, climate and seasons affect how we live?

### **Acquired Knowledge:**

- The Lenape migrated from Asia over 12,000 years ago
- The Lenape lived in three different areas of New Jersey; the Unami people settled in the central region where Ewing is located
- The geography and natural resources of Ewing/New Jersey influenced how they lived
- Each member of the family and community had roles and responsibilities

#### **Acquired Skills:**

- Trace the migration of the Lenape to New Jersey and their relocation from New Jersey
- Compare and contrast your responsibilities at home with the Lenape children
  - Describe the clothing, food and customs of the Lenape

### **Assessments:**

#### **Formative Assessment:**

- Students research the culture of the Lenape using maps, atlases, library books and the Internet
- Students will compare and contrast the Lenape to people in the community of Ewing
- Write a letter to a Lenape tribe member telling him the differences in Ewing today versus when he lived in Ewing

**Summative Assessment:**

- Write a letter to a Lenape tribe member telling him the differences in Ewing today versus Ewing in the past.

**Benchmark Assessment:**

- Unit test: true/false, multiple choice, open-ended questions

**Alternative Assessment:**

- Museum tour

**Interdisciplinary Connections:**

- Have a Lenape storyteller and/or dancers perform for students as part of a grade level assembly program

**Accommodations and Modifications:**

- Guided notes will be provided for Lenape people
- Provide a vocabulary word bank
- Students will create flashcards for the roles and responsibilities of the Lenape
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) ·  
Underline vocabulary terms

**Suggested Learning Activities:**

- Students will research a member of the Lenape tribe (adult, child) and write a book report
- Students will create a poster or brochure depicting various aspects of Lenape life

**2020 NJSLs:**

- |                     |                      |
|---------------------|----------------------|
| • 6.1.5.GeoPP.2     | • 6.1.5.HistoryCC.6  |
| • 6.1.5.GeoPP.3     | • 6.1.5.HistoryCC.8  |
| • 6.1.5.GeoPP.5     | • 6.1.5.HistoryCC.11 |
| • 6.1.5.GeoPP.6     | • 6.1.5.HistoryUP.2  |
| • 6.1.5.GeoSV.5     | • 6.1.5.HistoryUP.4  |
| • 6.1.5.GeoGI.4     | • 6.1.5.HistoryUP.6  |
| • 6.1.5.EconEM.4    | • 6.1.5.HistoryUP.7  |
| • 6.1.5.HistoryCC.1 | • 6.1.5.HistorySE.1  |
| • 6.1.5.HistoryCC.4 |                      |

## **Instructional Resources:**

Core:

- NJCSS Resources
- NJ Amistad Curriculum

Supplemental:

- Lenape History
- Penn Treaty Museum
- <http://www.lenapelifeways.org/lenape2.htm>
- [http://www.bigorrin.org/lenape\\_kids.htm](http://www.bigorrin.org/lenape_kids.htm)
- <http://www.njamistadcurriculum.com/viewer.php?view=1000507#256,1>, The Indians of New Jersey 12,000 Years of History (sign in and follow link)
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 64 – 73
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm> (history)
- Ewing Township PowerPoint EWING THEN and NOW (Google Folder)

## **Technology Integration:**

- Use Microsoft Publisher to create brochure
- Create a PowerPoint/Google Slides using pictures, audio and video

## **Unit 3: New Jersey and Ewing Peoples, Over Time**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

New Jersey has a long and rich history beginning with the Lenape people, followed by the settlement of the region by Europeans in the 1600s. Since that time, people from all over the world have settled in our state and our community.

### **Enduring Understandings:**

- New Jersey and Ewing has experienced many changes over time
- Many different people settled in our state and community
- The geography of the land influenced the lives of the early settlers and its growth

### **Essential Questions:**

- How do individuals influence the history of a region?
- How do communities change over time?
- Why do people move? (push/pull factors)

### **Acquired Knowledge:**

- Europeans (English, Scottish, Welsh, Dutch) settled in Ewing
- One of New Jersey's and our community's strengths is its diversity

### **Acquired Skills:**

- Recognize historic homes and places found in Ewing
- Explain why the Dutch and other settled in New Jersey, Ewing. · Compare places then and now

### **Assessments:**

Formative Assessment:

- Research a historical or important place in Ewing explaining the role it played in Ewing's history
- Research a historical person in Ewing explaining the role they played in Ewing's history
- Use a map to show where settlers came from
- Show a video clip or picture of immigrants arriving to Ellis Island; students will write how they would feel if they were detained in a foreign country

Summative Assessment:

- Read an excerpt from someone that immigrated to New Jersey · List why people settled in New Jersey, Ewing Township

**Benchmark Assessment:**

- Create a time line that shows changes that took place in New Jersey and Ewing, over time

**Alternative Assessment:**

- Kahoot

**Interdisciplinary Connections:**

- Write a diary entry about the day in the life of an immigrant
- Read aloud from Scholastic Dear America series
- <http://www.scholastic.com/dearamerica/>

**Accommodations and Modifications:**

- Provide students with a timeline worksheet to complete
- Provide a word bank for vocabulary
- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words)
- Underline vocabulary terms

**Suggested Learning Activities:**

- Research and then write about a settler who came to New Jersey or an important member of Ewing's history

**2020 NJSL:**

- |                    |                      |
|--------------------|----------------------|
| • 6.1.5.CivicsPD.3 | • 6.1.5.HistoryCC.1  |
| • 6.1.5.CivicsDP.3 | • 6.1.5.HistoryCC.4  |
| • 6.1.5.CivicsCM.4 | • 6.1.5.HistoryCC.5  |
| • 6.1.5.CivicsCM.6 | • 6.1.5.HistoryCC.6  |
| • 6.1.5.GeoPP.2    | • 6.1.5.HistoryCC.8  |
| • 6.1.5.GeoPP.3    | • 6.1.5.HistoryCC.10 |
| • 6.1.5.GeoPP.5    | • 6.1.5.HistoryCC.12 |
| • 6.1.5.GeoSV.5    | • 6.1.5.HistoryCC.13 |
| • 6.1.5.GeoHE.1    | • 6.1.5.HistoryCC.14 |
| • 6.1.5.GeoGI.3    | • 6.1.5.HistoryUP.2  |
| • 6.1.5.EconET.3   | • 6.1.5.HistoryUP.6  |
| • 6.1.5.EconEM.6   |                      |

**Core:**

- NJCSS Resources
- Ewing Township Historical Preservation Society

Supplemental:

- Ewing Township
- <http://www.state.nj.us/counties/mercer/commissions/cultural/ewing.html>
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 182-187
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 86-95
- [www.inspirededucators.com](http://www.inspirededucators.com) – (purchase lesson plans on European settlers)
- [http://blog.nj.com/njv\\_guest\\_blog/2009/01/immigrants\\_play\\_vital\\_role\\_in.html](http://blog.nj.com/njv_guest_blog/2009/01/immigrants_play_vital_role_in.html) (immigrant contributions to NJ economy)

**Technology Integration:**

- Web-based research and Microsoft Word

## **Unit 4: New Jersey and Ewing Changes, Over Time**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

Students will continue to see how and why their state and community changed over time.

### **Enduring Understandings:**

- New Jersey and Ewing changed from an agricultural to an industrial society
- Ewing became a suburb of the city and communities were created
- Transportation changed over time
- Important industries were attracted to our state and area
- People came from around the world and settled in New Jersey Essential Questions:
- How do communities change over time?
- Why is it important to change?
- How is our state and community able to maintain some of its past?
- What causes a state and community to continue to thrive?

### **Acquired Knowledge:**

- New Jersey and Ewing changed from an agricultural to an industrial society. Because of this change, Ewing became a suburb of the city and communities were created
- Transportation changed over time throughout New Jersey
- Important industries were attracted to our state and community
- Ellis Island was an important place for immigrants in the past
- How does an immigrant become an American citizen?

### **Acquired Skills:**

- Compare and contrast the growth of New Jersey and Ewing over time · Explain how transportation changed
- Show your neighborhood on a map along with other important locations Assessments:

#### **Formative Assessment:**

- Use a Venn Diagram to compare Ewing then and now then write an essay using the Venn diagram as reference
- Discussion – growth of Ewing and NJ over time.

#### **Summative Assessment:**

- Create a time travel brochure depicting elements of Ewing's past
- Evaluate a before/after photograph and explain how it depicts changes in Ewing over time

Benchmark Assessment:

- Students will develop a script then reenact an historical account of this time period

Alternative Assessment:

- Neighborhood map

### **Interdisciplinary Connections:**

- Write an advertisement telling immigrants why they would want to move to New Jersey or Ewing

### **Accommodations and Modifications:**

- Guided notes on changes to New Jersey and Ewing
- Provide students with a vocabulary bank
- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) .  
Underline vocabulary terms

### **Suggested Learning Activities:**

- Make a timeline of important changes in Ewing over time
- Make a model depicting rise of industry in Ewing and or New Jersey

### **2020 NJSLs:**

- 6.1.5.CivicsPR.2
- 6.1.5.GeoPP.1
- 6.1.5.GeoPP.2
- 6.1.5.GeoPP.4
- 6.1.5.GeoHE.1
- 6.1.5.GeoHE.2
- 6.1.5.GeoGI.1
- 6.1.5.EconET.1
- 6.1.5.EconET.3
- 6.1.5.EconEM.2
- 6.1.5.EconEM.5
- 6.1.5.EconNM.2
- 6.1.5.EconNM.4
- 6.1.5.EconGE.2
- 6.1.5.HistoryCC.9
- 6.1.5.HistoryUP.7

## Instructional Resources:

### Core:

- NJCSS Resources
- Ewing Township Historical Preservation Society

### Supplemental:

- Ewing Township
- Use Google Earth to locate neighborhood names or locations; i.e., Mountainview, Ewing Township, parks, Delaware River, historic sites, etc.
- <http://www.eduplace.com/ss/index.jsp>
- Skype or write letters to another class in a different area of the United States
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 211
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001 pp. 222-229
- Google Earth - show location of Ellis Island to demonstrate why people came into those ports of entry
- Reeves, Pamela, Ellis Island Gateway to the American Dream
- Maestro, Betsy, Coming to America: The Story of Immigration (Guided RL N)
- Connelly, Bernadine, Follow the Drinking Gourd
- Berger, Gilda and Melvin, Where Did Your Family Come From
- Lawlor, Veronica, I Was Dreaming to Come to America
- <http://teacher.scholastic.com/activities/immigration/tour/> Interactive tour of Ellis Island
- <http://teacher.scholastic.com/activities/immigration/tour/index.htm> (interactive tour of Ellis Island)
- <http://teacher.scholastic.com/activities/immigration/seymour/index.htm> (Eight year old tells story of his emigration to US from Poland)
- If Your Name Was Changed at Ellis Island by Ellen Levine, Scholastic, 1993 (Guided RL Q)
- <http://www.inspirededucators.com/> (Lesson plans on Ellis Island)
- [http://ewingnj.org/wordpress/?page\\_id=11](http://ewingnj.org/wordpress/?page_id=11) (NJ agriculture and industry)
- <http://www.state.nj.us/governor/news/reports/Agriculture.pdf> (provides background information of NJ agriculture)
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm> (history)
- <http://www.e-referencedesk.com/resources/state-economy/newjersey.html> (reference on NJ industry and agriculture)

**Technology Integration:**

- Use Google Earth to locate and map a walking tour of historic sites and points of interest in Ewing
- Use Google Earth to demonstrate influence of geography on movement of people
- Use Microsoft Publisher to create a brochure on Ewing's past

## **Unit 5: New Jersey and Ewing - Government**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

This unit introduces the government of New Jersey. Students will be able to compare and contrast the state and local government. Students will be able to recognize the state flag and seal.

### **Enduring Understandings:**

- New Jersey's government provides goods and services to its citizens
  - New Jersey's government has three branches
  - Ewing Township's government is run by a mayor and town council
- Essential Questions:
- Why do people decide to change who governs them?
  - What is the role of government to provide for its citizens?
  - What is the role of a citizen to their state and town?

### **Acquired Knowledge:**

- Recognize the role of each of the three branches in our state government
- Recognize the role of the mayor and town council
- Recognize the state flag
- Recognize the state seal
- Trenton is the center of New Jersey's government

### **Acquired Skills:**

- Explain the role of the three branches of government
- Explain the roles of the mayor and town council
- Explain how state and local governments are the same, different

### **Assessments:**

Formative Assessment:

- Explain the importance of the pictures and symbols on the state flag and seal
- Name the three branches of government and give three examples of their roles

Summative Assessment:

- Compare and contrast the differences between state and local government

Benchmark Assessment:

- Mock classroom election

**Interdisciplinary Connections:**

- Write a letter to local politician about a problem or concern within the township
- Barnes, Peter, House Mouse, Senate Mouse
- Skype a local or state politician and have a mock press conference
- Have a debate on an issue and conduct a vote based on the information presented during the debate

**Accommodations and Modifications:**

- Guided notes will be provided on government
- Word bank will be provided for government vocabulary
- Pictures of the state seal and flag will be provided
- Use visuals, such as flash cards, to review vocabulary
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (Vocabulary words)
- Underline vocabulary terms
- Use graphic organizers to compare and contrast
- (<http://www.eduplace.com/graphicorganizer/>)

**Suggested Learning Activities:**

- Research a branch of government
- Make a poster of one of the three branches of government

**2020 NJSLs:**

- 6.1.5.CivicsPI.1
- 6.1.5.CivicsPI.2
- 6.1.5.CivicsPI.3
- 6.1.5.CivicsPI.4
- 6.1.5.CivicsPI.5
- 6.1.5.CivicsPD.1
- 6.1.5.CivicsPD.2
- 6.1.5.CivicsPD.3
- 6.1.5.CivicsPD.4
- 6.1.5.CivicsPR.3
- 6.1.5.CivicsCM.3
- 6.1.5.CivicsCM.4
- 6.1.5.CivicsCM.5

## **Instructional Resources;**

Core:

- Ewing Township
- State of NJ
- NJ Historical Commission

Supplemental:

- <http://teacher.scholastic.com/commclub/mayor>
- <http://teacher.scholastic.com/activities/government/civics.htm>
- [http://www.state.nj.us/hangout\\_nj/cartoonhistory\\_lessons.html](http://www.state.nj.us/hangout_nj/cartoonhistory_lessons.html)  
(awesome site)
- New Jersey – Adventures in Time and Place, McGraw Hill, 2001.
- <http://unconstitutionality/Default.asp>
- <http://www.state.nj.us/nj/gov/understand/>
- <http://www.pbs.org/teachers/connect/resources/1618/preview/>
- How does our government affect me?
- <http://homeschooling.about.com/library/blnjflag.htm> (about the state flag)
- <http://teacher.scholastic.com/activities/government/civics.htm>
- Ditchfield, Christin, Serving Your Community, Children's Press, 2004

## **Technology Integration:**

- Skype a local or state politician
- Use school data bases to research
- [http://exchange.smarttech.com/search.html?q=%22government%22&subject=Citizenship&subject=Social+Studies&grade=Grade+3&grade=Grade+4&region=en\\_US](http://exchange.smarttech.com/search.html?q=%22government%22&subject=Citizenship&subject=Social+Studies&grade=Grade+3&grade=Grade+4&region=en_US) –Smart Board lessons on government

## **Unit 6: Making Economic Choices**

**Number of Days: 13**

### **Why Is This Unit Important? (Big Idea)**

This unit reintroduces and expands on economic concepts that have been presented in previous grades. New concepts, such as supply and demand, opportunity cost, specialization and division of labor, are also presented.

### **Enduring Understandings:**

- Good and services are things people want
- Resources are classified into three groups
- Scarcity is influenced by goods and services and productive resources
- What people are willing to spend for a good or service determines the cost

### **Essential Questions:**

- What is economics?
- What is the difference between needs and wants? Goods and services?
- Why can't we get everything we want?
- How do people plan financially for the future?
- What determines the costs of goods and services?

### **Acquired Knowledge:**

- Productive resources are classified into three groups (natural, human, capital)
- Scarcity is when there are more goods and services than there are productive resources
- What is Opportunity Cost?

### **Acquired Skills:**

- Show how you would make good economic decisions
- Explain how we earn, use and save money
- Know key economic vocabulary words.
- Show or explain the three functions of money in an economy (buying, saving, price comparison/value)
- Explain Division of Labor and Specialization

### **Assessments:**

Formative Assessments:

- Tell or write a story about when you or someone you know purchased a good or service
- Draw a picture of a need or want; Explain why it is a need or want

**Summative Assessment:**

- Decide on a product to produce and list the productive resources necessary to produce it

**Benchmark Assessment:**

- Unit test: Matching, fill-in-the blank, open-ended

**Alternative Assessment:**

- Modified Unit Test

**Interdisciplinary Connections:**

- Math – teaching percentage (sales tax, 15% tip)
- Design a class store – students can earn money based on behavior, homework, etc.

**Accommodations and Modifications:**

- Provide a word bank for economics.
- Guided notes will be provided for economic concepts.
- Use visuals such as flash cards to review vocabulary.
- Use visuals depicting rural, suburban and urban areas.
- Shorten text.
- Use pointer, ruler etc. to keep the student on task. (vocabulary words)
- Underline vocabulary terms.

**Suggested Learning Activities:**

- Students will create a budget and “shop” online
- Research the production of a good from its natural resource to its finished product

**2020 NJCS:**

- |                  |                  |
|------------------|------------------|
| • 6.1.5.EconET.1 | • 6.1.5.EconGE.2 |
| • 6.1.5.EconET.2 | • 6.1.5.EconGE.4 |
| • 6.1.5.EconET.3 |                  |
| • 6.1.5.EconEM.1 |                  |
| • 6.1.5.EconEM.2 |                  |
| • 6.1.5.EconEM.4 |                  |
| • 6.1.5.EconEM.5 |                  |
| • 6.1.5.EconEM.6 |                  |
| • 6.1.5.EconNM.2 |                  |
| • 6.1.5.EconNM.4 |                  |
| • 6.1.5.EconNM.6 |                  |
| • 6.1.5.EconNM.7 |                  |
| • 6.1.5.EconGE.1 |                  |

**Instructional Resources:**

Core:

- Half-Pint Economics for Kids
- Play Dough Economics

Supplemental:

- Guest speaker from a local bank or credit union
- <http://www.inspirededucators.com/Elementary.html>
- Econ and Me (DVD and activities)

**Technology Integration:**

- Interactive games
- <https://dfi.wa.gov/financial-education/educators/online-games-and-apps>
- <https://www.moneyinstructor.com/elementary.asp>

**Unit 7: Ewing Community Project/NJ State Project (TBD) Number of Days:**

This unit will be developed after options have been explored; i.e., community service project, historical tour/presentation, etc.

<b>Economic Skills</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Understand the difference between wants and needs	I	R	R	M
Explain how scarcity and choice influence decisions made by individuals, communities and nations	-	-	I	R
Understand the role of producers and consumers	-	I	R	M
Understand how supply and demand influences price and output of product	-	I	R	M
Role and relationship among households, business, laborers and governments within an economic system	-	-	-	I
Production, distribution and consumption of goods	-	I	R	M
Role of money, savings, debt and investment in individuals' lives	I	R	R	M
The importance of setting long-term goals when making financial decisions within a community/nation	-	I	R	M
Compare and contrast how access to and the use of resources affects people across the world differently	-	I	R	R
Illustrate how production, distribution and consumption of goods and services affect global markets	-	-	I	R
Understand importance of saving	I	R	M	-
Understand how someone earns an income	I	R	M	-
The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)	I	R	R	M

<b>Economic Skills</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Apply opportunity cost to determine why we make decisions on purchases	I	R	R	M

I = Introduce  
 R = Review  
 M = Master

<b>Map and Globe Skills</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M
The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R

Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R

Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as stand-alone units.

## **21st Century Skills & Career Readiness Practices**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic impacts of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP10. Plan education and career paths aligned to personal goals.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important. 9.1.4.B.5 Identify ways to earn and save.

For Example in Unit 6, students differentiate between wants and needs. Students investigate economics choices and consider the function of money in an economy. Students address the essential question - How do people plan financially for the future?

## **Technology Integration**

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

For Example: In Unit 2, students research different aspects of early immigration to NJ, close reading from multiple texts. Students then craft an advertisement, using publishing software to make a brochure. Students employ Google docs to collaborate and craft the product.

## **Interdisciplinary Connection**

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

For Example: In Units 3 & 4, students complete a research task where they investigate changes over time. Students must determine the central idea of multiple texts and assess point of view in different historical time periods. This sequential challenge employs the above standards.

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**Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 2, students investigate the lives of local Native Americans. The curriculum addresses issues of ways of living and opens opportunities for discussions about bias and prejudice. Bullying is also addressed throughout the school year in the positive behavior programs employed by each elementary school.

**Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: Throughout the course students investigate contribution from women and African Americans in NJ and Ewing. Students also employ the Amistad resources in their investigation of Native American culture.