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| **Unit Information** |
| **Unit Theme: Unit 1****Living and Learning** |  | **Grade****Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th** |  |
| **Developers:** |  |

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| **What’s The Big Idea (s)?** |
| **Different cultures use their resources and environment to get what they need.** |
| **Essential Questions** |
| **-Which skills help us make our way in the world?**-How do people in different communities adopt their environment to their needs?-How do you use your resources to get what you need? How are your methods similar to and different from \_\_\_\_\_\_\_\_\_\_\_? |
| **Priority Standards** | **Supporting Standards** |
| R.L.3.3R.I.3.9 | 3.E.1.23.C & G 2.23.C.1.3 |
| **Possible Minilessons Statements** |
| Compare and contrast my community with other communities around the world.Explain how locations of regions and natural resources influence economic development.Compare and contrast how different cultures borrow and share to meet their needs. |
| **Possible I Can Statements** |
| I can compare and contrast my community with other communities around the world.I can explain how locations of regions and natural resources influence economic development.I can compare and contrast how different cultures borrow and share to meet their needs. |
| **Problem-Based / Hands-On Learning Activities** |
| **Producer/Consumer economic stores activity**Students make and produce goods from assigned countries. They then divide the groups into logical stores (using the classrooms). They are given “dollars” to go shopping with. It is their responsibility to monitor their saving and spending. **Writing Activity**Explain the difference between being a producer and consumer. Use details from your personal experience at importing and exporting goods.  |
| **Essential Vocabulary** |

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| 1. Exchange
2. Bargain
3. Product
4. Producer
5. Export
6. Import
 | 1. Compromise
2. Merchant
3. Expensive
4. Barter
5. Worthless
6. Collaborate
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| **Resources** |
| News articles/imagesBrainpop.comUnit 5 Social Studies Book & various teacher-shared sheetsVarious grade level comprehension activity books as economics/reading skills |
| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
| Unit 1 Test (ELA) | CollaborationCreating goods/being producersClassroom discussion | Unit 5 Social Studies TestResearch Based ProjectsPresentationsRubrics |