

UNIT 5

Course: Language Arts/Social Sciences/SEL	Grade Level: 3rd Grade
Unit Title: Principles and Concepts of Economics	Length of Unit: Approximately 6 weeks
<p>Unit Summary: In this unit students explore the principles and concepts of economics. Students will explore how natural, human and capital resources combine to influence the types of goods and services in local communities and the goods and services produced in other communities. Students will read a wide range of texts in order to compare, contrast and make connections in the development of the central ideas using story elements. Students will write opinion pieces that are supported with strong reasons.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify individual rights at school, home, and within the community and know and apply the steps of decision making to make decisions that are respectful of others and themselves.</p>	
Stage 1- Desired Results	
STANDARDS Priority: Social Sciences: SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities. Language Arts: RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Transfer
	<p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Apply an understanding of basic economic principles that occur at a local level (my community) in order to make sound consumer decisions.</p> <p>TG2: Students will read a wide range of texts in order to compare, contrast and make connections in the development of the central ideas using text elements.</p> <p>TG3: Write an opinion piece that supports a point of view on a topic or text with strong reasons.</p>
	Meaning

<p>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.</p> <p>RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: Decisions concerning the allocation and use of economic resources impact individuals and groups.</p> <p>EU2: The natural, human and capital resources in a community influence the goods and services that are available.</p> <p>EU3: Effective readers recognize how writers of informational text use language and key words that identify time, sequence, or cause/effect and can explain how these build on one another to provide information on the main topic.</p> <p>EU4: Effective readers compare and contrast ideas, characters, themes, settings, topics, issues, etc. by thinking of how they are similar (alike) and different and the reasons for these similarities and differences.</p> <p>EU5: Effective writers draw on multiple valid resources to support their claim (opinion) and use strong reasoning between the claim and the evidence.</p> <p>EU6: A responsible decision-maker is</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How do individuals and groups contribute to the economy? <i>How do individuals and groups benefit from the economy?</i></p> <p>EQ2: What influences the goods and services available in a community?</p> <p>EQ3: How does language in informational texts signal particular kinds of relationships? <i>How does this help me make sense of informational text?</i> (RI.3)</p> <p>EQ4: How do I use compare and contrast to better understand what I read? (RI.9)</p> <p>EQ5: How do I convince others to agree with my opinion? (W.1)</p> <p>EQ6: What makes someone a responsible</p>
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<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>someone who considers alternatives and makes thoughtful decisions; awareness of thoughts and feelings (our own and those of others) contributes to responsible decision-making.</p>	<p>decision-maker?</p>
<p>Supporting: Social Sciences: SS.EC.2.3: Generate examples of the goods and services that governments provide.</p> <p>SS.G.3.3: Show how consumption of products connects people to distant places</p> <p>Language Arts: RL/RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: Goods and services</p> <p>K3: Natural, human and capital resources</p> <p>Language Arts/Digital Literacy K4: Reading strategies</p> <p>K5: Point of view (perspective and opinion) can be expressed through our speaking and writing</p> <p>K6: The elements and structure of opinion writing</p> <p>K7: The writing process</p> <p>SEL K8: Steps of decision making</p>	<p>Year-Long English/Spanish “I can” statements <i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can generate examples of goods and services.</p> <p>S2: I can generate examples of natural, human and capital resources.</p> <p>S3: I can compare the goods and services in different communities.</p> <p>S4: I can explain how the natural, human and capital resources influence the goods and services of a community.</p> <p>Language Arts/Digital Literacy S5: I can describe the relationship between a series of events, ideas, concepts, or steps and can explain how these build on one another throughout a text to provide information on the main topic. (RI.3)</p>

		<p>S6: I can compare and contrast two texts on the same topic, focusing on the most important points and key details. (RI.9)</p> <p>S7: I can write an opinion piece that supports a point of view on a topic or a text.</p> <ul style="list-style-type: none">● I can state the opinion about the topic or text in the introduction● I can provide a list of strong reasons to support the opinion● I can organize my writing with linking words and phrases to connect the reasons.● I can end my piece with a concluding statement or section. (W.1) <p>S8: I can recall information from experiences or gather information sources, and take brief notes to support writing. (W.8)</p> <p>S9: I can ask and answer questions of the text to build a literal understanding of the text. (RL/RI.1)</p> <p>S10: I can participate in guided discussions about text to share opinions and responses. (Info/Dig Lit Goal 2)</p> <p>S11: I can recognize the point of view or opinion of the author. (Info/Dig Lit Goal 3)</p> <p>S12: I can work in groups to create and</p>
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		<p>SEL S13: I can identify my individual rights.</p> <p>S14: I can identify and apply the steps of decision making.</p>