



Social Studies Grade 3

Unit 1: Understanding Our Nation's Heritage	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 3	
Summary and Rationale	
Building on knowledge regarding communities acquired in second grade, students will explore unique cultural and geographic features of different communities around the world. Students will then understand what prompts people to move from one community to another and the effects that move may have.	
Recommended Pacing	
15 days	
State Standards	
Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.4	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.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspective of other cultures in an interconnected world.
Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
This unit of study addresses the NJ Amistad mandate.	
This unit of study addresses the NJ Holocaust and Genocide mandate.	
CCSS Writing Standards (Grade 3)	
CPI #	Cumulative Progress Indicator (CPI)
WI.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
WI.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
WI.3.7	Conduct short research projects that build knowledge about a topic.
WI.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.
CCSS Speaking & Listening Standards (Grade 3)	
CPI #	Cumulative Progress Indicator (CPI)
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)
21st Century Life and Career Standards	
CRP1	Act as a responsible and contributing citizen and employee.

CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Educational Technology Standards	
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 to create and communicate knowledge.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • People have immigrated to the USA from different places at different times for different reasons. • Various cultural influences have shaped the USA. • We share an American culture that was, and continues to be, shaped by immigrants. • A person's perspective of the world is shaped by their culture and heritage. • Maps, globes and other digital tools provide a way to measure, represent and understand the world in spatial terms. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Who are we and why did we come here? • How do we use maps and other tools to describe the world in spatial terms? • How do immigrant cultures contribute to the American identity? • Why is it important to respect diverse cultures? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Significant geographic concepts and terms including: continents, oceans, (formed by prime meridian and equator), countries. • Push factors: Overpopulation, religious persecution, lack of job opportunities, agricultural decline, conflict, political persecution, natural hazards, limits on personal freedom, environmental degradation. • Pull factors: Religion, economic opportunities, jobs, political freedom (democracy), ethnic and family ties, education, and arable land. • Ethnic groups have common elements that define them, such as customs and culture. • Identify and describe students' personal heritage. • America is represented by various symbols and monuments, 	

- Examples of American values and beliefs include equality of opportunity, fairness and respect for all, equal justice, and guaranteed Constitutional rights.

Students will be able to:

- Differentiate between continents and countries on a world map.
- Name and locate seven continents and oceans.
- Locate USA and country of origin on world map.
- Demonstrate understanding of spatial concepts of location (intermediate directions), distance, scale, legend, symbols, direction, and place
- Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- Describe personal immigration stories
- Explain how various American symbols reflect American values
- Cite examples of American values and beliefs.
- Compare and contrast various cultures represented in the classroom.
- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- Describe how stereotyping and prejudice can lead to conflict

Evidence of Learning

- **Coming to America:** Students will read a variety of fiction and non-fiction works. Through small group discussion and writing students will demonstrate 3rd grade Informational Reading Skills: Main Idea and Supporting Detail Summary, Inferring Within Text Cohesion, Cross Text Synthesis, Comparing and Contrasting, Analyzing Perspective, and Critical Reading.
- Formative Assessment Incorporating 21st Century Competencies

Resources

Suggested Resources:

- All the Way to America: The Story of a Big Italian Family and a Little Shovel by Dan Yaccarino
- Pancho Rabbit and the Coyote: A Migrant's Tale by Duncan Tonatiuh
- Mama's Nightingale: A Story of Immigration and Separation by Edwidge Danticat
- Here I Am by Pattie Kim
- One Green Apple by Eve Bunting
- Other book recommendations found at: <https://socialjusticebooks.org/booklists/immigration/>
- Primary Source Document Analysis: <https://betterlesson.com/strategy/446/analyzing-primary-sources-with-elementary-students>

Unit 2: New Jersey, The Garden State	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 3	
Summary and Rationale	
As a resident of New Jersey, students will become knowledgeable of pertinent facts about the state. This unit introduces key concepts (geography, economics, culture, etc.) that will be used to study larger geographic regions of the United States.	
Recommended Pacing	
20 days	
State Standards	
Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.4	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.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
This unit of study addresses the NJ Amistad mandate.	
CCSS Reading Standards for Informational Text (Grade 3)	
CPI #	Cumulative Progress Indicator (CPI)
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS Writing Standards (Grade 3)	
WI.3.7	Conduct short research projects that build knowledge about a topic.
WI.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.
CCSS Speaking & Listening Standards (Grade 3)	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)
21st Century Life and Career Standards	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Educational Technology Standards	
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 to create and communicate knowledge.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • People have migrated to NJ for different reasons. • Various cultural influences continue to shape NJ. • New Jersey has its own symbols and mottos • Physical and human characteristics define NJ 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Who are we and why did we come here? • Why do people live where they live? • How do we describe a place in spatial terms? • How do the state symbols represent NJ? • What makes a place unique? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The major pull factors that attract people to New Jersey: water (ocean, rivers), soil, cost of land, proximity to the point of entry, major cities, transportation/access, education, technology and jobs, ethnic and family ties. • There are four distinct geographical regions within New Jersey: Coastal Plain, Piedmont, Highlands, Ridge and Valley • Industries/jobs in NJ are located near clusters of populations with access to transportation. • NJ's borders are the Atlantic Ocean, New York, Delaware River, Delaware, and Pennsylvania. • The capital of NJ is Trenton. Major cities in NJ include: Newark, Jersey City, Patterson, Elizabeth, Edison, New Brunswick, and Camden. • NJ is comprised of 21 counties. Our counties are Mercer and Middlesex Counties. • NJ has a state seal and motto. • Physical characteristics include: Atlantic Ocean, Delaware Water Gap, Atlantic Coast, Pine Barrens, Cranberry Bog, etc. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the major regions of New Jersey. • Identify New Jersey's major industries and reasons for their locations. • Locate NJ on USA and world maps. • Identify New Jersey's borders and major cities. • Locate WW-P on a NJ map. • Name and locate Mercer and Middlesex Counties. • Name the current governor of NJ. • Explain the meaning of the state seal and motto, "Liberty and Prosperity" • Explain why some locations in New Jersey and the United States are more suited for settlement than others. • Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities. 	
Evidence of Learning	
<ul style="list-style-type: none"> • New Jersey Map- Students will create an annotated map of New Jersey. • Formative Assessment Incorporating 21st Century Competencies 	
Resources	
Suggested Resources:	

- Ducksters.com – New Jersey
- National Geographic Kids United States Atlas
- Primary Source Document Analysis: <https://betterlesson.com/strategy/446/analyzing-primary-sources-with-elementary-students>

Unit 3: Regions of the United States	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 3	
Summary and Rationale	
<p>Students will apply knowledge and skills obtained through the study of New Jersey to explore the characteristics of the states surrounding New Jersey and develop an understanding of the Northeast region. Ultimately, students will use key characteristics (e.g., economics, geography, culture, etc.) to compare and contrast the Northeast region to other regions of the United States.</p> <p>It is suggested that teachers will deliver this unit using a “jigsaw” method. All students will study the Northeast region in depth and then use their knowledge and skills from that unit, working in groups, to study a different region of the United States. After studying the assigned region, groups will share/teach their peers the important characteristics of their region. Once students have been exposed to all five regions, they will compare and contrast the important characteristics of each region. Ultimately, students will formulate an answer to the question “What makes us Americans?”</p>	
Recommended Pacing	
25 days	
State Standards	
<p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

CCSS Reading Standards for Informational Text (Grade 3)	
CPI #	Cumulative Progress Indicator (CPI)
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS Writing Standards (Grade 3)	
WI.3.7	Conduct short research projects that build knowledge about a topic.
WI.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.
CCSS Speaking & Listening Standards (Grade 3)	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)
21st Century Life and Career Standards	

CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Educational Technology Standards	
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 to create and communicate knowledge.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Regions are areas that are tied together by physical and human characteristics. The interaction between physical and human characteristics further defines a region. A combination of physical and human characteristics influence the development of the regions. Each region in the United States has unique/distinct features. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are regions? How does geography shape this region? Are there specific ethnic groups that characterize this region? How have people adapted to the physical characteristics of the region? Given all the differences in the United States, what makes us Americans? What makes a place unique? 	
Objectives	
Students will know: <ul style="list-style-type: none"> The meaning of <i>Regions</i>: Places that have common characteristics The characteristics of a region includes its climate, physical features, ethnic groups, economy, culture, etc. 	

- Ethnic groups influence the culture of a region in various ways, including: food, place names, and language.).
- Human activity changes the environment in a variety of ways, such as by building transportation and energy systems, establishing farms, converting land for industrial uses and housing, etc.
- Each region has its own unique attractions, both physical and human.

Students will be able to:

- Identify the five regions on a map of the U.S.
- Explain how geography defines and shapes a region and its population.
- Identify and describe the different ethnic groups in a region.
- List the cultural contributions of the different ethnic groups in a region.
- Explain how arable land and waterways contributed to the development of the Northeast region.
- Explain how transportation systems contributed to the development of the Northeast region.
- Discuss how land use has changed over time in the Northeast.
- Identify major attractions in a region.
- Describe how human interaction impacts the environment in the United States.
- Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- Explain why some locations in the United States are more suited for settlement than others.

Evidence of Learning

- **Comparing Regions:** All students will study the Northeast region in depth and then use their knowledge and skills from that unit, working in groups, to study a different region of the United States. After studying the assigned region, groups will share/teach their peers the important characteristics of their region. Once students have been exposed to all five regions, they will compare and contrast the important characteristics of each region. Ultimately, students will formulate an answer to the question “What makes us Americans?”
- Formative Assessment Incorporating 21st Century Competencies

Resources

Suggested Resources:

- 35 Best Books for Teaching U.S. Regions: Using Fiction to Help Students Explore the Geography, History, and Cultures of the Seven U.S. Regions and Link Literature to Social Studies by Jane Kurtz and Toni Buzzeeo
- The Regions Series by Dana Meachen Rau: The Northeast, The Southeast, The Midwest, The West.
- Primary Source Document Analysis: <https://betterlesson.com/strategy/446/analyzing-primary-sources-with-elementary-students>

Unit 4: Economics and Me	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 3	
Summary and Rationale	
<p>For most third grade students, economics is a new content area. It has lasting importance for individuals, both professionally and personally as consumers and citizens. Students will explore the entrepreneurial cycle through a simulated company. Through this experience, they will learn key vocabulary terms, concepts like supply and demand, opportunity costs, scarcity, and interdependence. They will employ 21st century skills involving collaboration, communication and problem solving. Additionally, they will learn about the impact of economic decisions and how those decisions are made.</p>	
Recommended Pacing	
15 days	
State Standards	
<p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.1	Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
<p>Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
CCSS Speaking & Listening Standards (Grade 3)	
SL.3.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

	d. Explain their own ideas and understanding in light of the discussion.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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21st Century Life and Career Standards	
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Educational Technology Standards	
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Math3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Scarcity exists because resources are limited. Scarcity drives many economic decisions. Opportunity costs arise because of the limits of resources. Resources include time, money, natural resources, etc. Producers and consumers have different incentives that motivate them to make decisions. Supply and demand influences price and output of products. Revenue – Expenses = Profit (or loss). Revenue is the money a company earns from the sale of goods or services. Expense is a cost associated with operating a business. Profit is money made by a company after expenses are paid. Companies can increase (decrease) their values through successful (unsuccessful) operations. 	
Unit Essential Questions	

<ul style="list-style-type: none"> • What are the steps to start and operate a successful business? • How do individuals make decisions regarding their own resources? • How do entrepreneurs and companies make decisions regarding their resources to optimize their company profits? • How does competition affect business decisions? • What is the role of cooperation and interdependence in a business environment?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • Key terms including revenue, profit, expense, capital, etc. • The entrepreneurial cycle from concept development through raising capital to production, marketing/sales and final valuation. • How a company raises capital to operate its business. • Business processes including start-up, marketing of products, and record keeping. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Divide responsibilities, communicate, and work collaboratively in an enterprise • Persuade investor to finance their company • Persuade consumers to purchase their products • Produce and market a product • Communicate opinions and ideas within a group and understand the importance of compromise • Prepare timely and accurate financial records • Communicate appropriately using key economic vocabulary
Evidence of Learning
<p>Possible Examples</p> <ul style="list-style-type: none"> • BizWorld: Create your own business! - Working in teams of six, students start, fund, and run their own companies making products created from simple craft materials. The students go through the entire BizWorld Entrepreneurship Cycle and the program culminates with the Sales Bazaar, an exciting opportunity to engage other students, parents, administrators, and community members. The BizWorld currency, BizBucks, helps students gain financial knowledge as they spend, save, get loans and other financing to support their businesses. During the BizWorld simulation, students have multiple opportunities to practice leadership, teamwork, and decision making, while honing their math and communication skills. • School Store – Students work in groups to identify a charity and then develop a presentation to convince the class to support that charity. Once a charity is selected, students organize and run a school store. All profits from the store are donated to the identified charity. • Formative Assessment Incorporating 21st Century Competencies
Resources
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • bizworld.org