

## Social Studies / Grade 3

### Unit 1: Communities and Geography

**Subject**  
Social Studies

**Grade**  
3rd

**Unit**  
Communities and  
Geography

**Suggested Timeline**  
2-3 Weeks

#### Grade Level Summary

Having established the basis of communities, students will further explore the elements of their local and national community, in terms of their geography, cultures, economics, and history.

#### Grade Level Units

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Personal Financial Literacy
- Market Economy and Business

#### Unit Title

Communities and Geography

#### Unit Summary

Geography is the study of the Earth and the way people and animals live on and use it. There are six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Understanding geography helps us understand our community and how we make adaptations to our lives based on the characteristics of our region.

#### Unit Essential Questions

1. What is geography?
2. Where in the world is our community?
3. How can I use geographic tools to understand information about people and places?
4. What is the geography of our community, region, and country?
5. How do physical and human systems affect communities around the world?

#### Key Understandings

1. Geography is the study of the Earth and the way people and animals live on and use it
2. Our community is located in a city, county, state, region, country, continent, and planet
3. There are many geographic tools that help us read and interpret maps and information
4. Geography affects communities around the world

#### Focus Standards Addressed in the Unit

7.1.3.A.

Identify how basic geographic tools are used to organize and interpret information about people, places, and the environment.

7.1.3.B	Identify and locate places and regions as defined by physical and human features.
7.2.3.A.	Identify the physical characteristics of places and regions.
7.2.3.B.	Identify the basic physical processes that affect the physical characteristics of places and region.
7.3.3.A.	Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>
7.4.3.A.	Identify the effect of the physical systems on people within a community.
7.4.3.B.	Identify the effect of people on the physical systems within a community.

### Important Standards Addressed in the Unit

CC.1.2.3.E	Use text features and search tools to locate and interpret information.
CC.1.2.3.G	Use information gained from text features to demonstrate understanding of a text.
CC.1.2.3.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.5.3.B	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> <li>• Geography only refers to maps and landforms</li> <li>• Confusion among city/state and country/continent, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography also includes the relationship between people, places, and environments as well as changes over time</li> <li>• PA is our state and the US is our country, etc.</li> </ul>

Concepts	Competencies	Vocabulary
<ul style="list-style-type: none"> <li>• The six essential elements of geography are <ul style="list-style-type: none"> <li>○ the world in spatial terms</li> <li>○ places and regions</li> <li>○ physical systems</li> <li>○ human systems</li> <li>○ environment and society</li> <li>○ the uses of geography</li> </ul> </li> </ul>	<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. identify and explain the six essential elements of geography in the context of our community</li> <li>2. describe where our community is located in the world</li> <li>3. read and understand different kinds of maps with symbols, keys, legends, and a compass rose</li> <li>4. locate physical features such as continents, oceans, Rocky</li> </ol>	<ul style="list-style-type: none"> <li>• community</li> <li>• geographic tools</li> <li>• geography</li> <li>• human features</li> <li>• physical systems</li> <li>• region</li> <li>• resource (natural and human)</li> </ul>

<ul style="list-style-type: none"> <li>• Dillsburg is in York County, Pennsylvania, the United States, and North America</li> <li>• There are different kinds of maps, such as population, resource, and climate maps, that help us understand our geography</li> <li>• Our community and region have physical landforms and human features that affect the way we live</li> </ul>	<p>Mountains, Appalachian Mountains, Mississippi River, Colorado Plateau, Great Lakes</p> <ol style="list-style-type: none"> <li>5. locate major cities in PA, states that border PA, and countries that border the US</li> <li>6. explain the products and natural resources of the Northeast region</li> <li>7. explain how human systems have shaped our local community</li> </ol>	
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#### Assessments:

- Graphic organizers from informational texts
  - Journal responses to essential questions
  - Quizzes
  - Foldables
  - Project-based learning (student created maps with symbols, a key, and a compass rose)
  - End of unit tests
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#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Define geography as a class at the beginning and end of unit to expand students' understanding of the 6 essential elements of geography
  - Act out the compass rose
  - Analyze a variety of maps and interpret their information
  - Create a map with symbols, a key, legend, and compass rose
  - Write your global address to illustrate the hierarchy from local to global location
  - Create an edible map out of food items to illustrate the different landforms
  - Create a landform foldable
  - Research the landforms, landmarks, water, climate, culture, natural and human resources of the Northeast region
  - Read aloud trade books such as "Mapping Penny's World"
  - Apply close reading strategies to read and understand informational text
  - Skype with classrooms from different regions to compare and contrast the geography of different places
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#### Differentiation:

- Provide graphic organizers for note taking
  - Use highlighters to emphasize important information and main idea of informational texts
  - Level texts according to independent reading level
  - Meet with guided groups to scaffold project based learning
  - Read aloud, reteach, review concepts in small group setting
  - Provide concrete examples of assignments
  - Modify assignments to complete in manageable chunks
  - Decrease answer choices in multiple choice tests
  - Extend concepts by allowing for individual students to research the geography of other communities to compare/contrast with their own community
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**Interdisciplinary Connections:**

- Reading informational text
- Applying graphing skills to interpret and analyze graphs and maps

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**Additional Resources:**

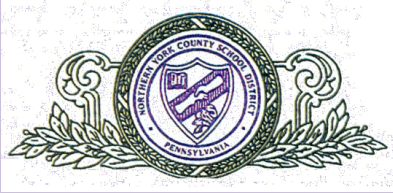
- Globes, maps, trade books, informational texts
- Brain Pop Jr. Sortify: Continents and Oceans
- Brain Pop Jr. Videos “Reading Maps,” “Continents and Oceans,” and “Landforms” and related activities, games, quizzes
- Brain Pop Videos “Map Skills,” “Continents of the World,” “Geography Themes,” and “Latitude and Longitude” and related activities, games, quizzes
- Discovery Education boards, quizzes, and Videos “Know Your Geography,” “Let’s Talk Geography,” “Exploring Communities and Geography,” “American Geography Close-Ups”

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**Created By:**

Social Studies Curriculum Committee 2015

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## Social Studies / Grade 3

### Unit 2: Communities Change

**Subject**  
Social Studies

**Grade**  
3

**Unit**  
Communities Change

**Suggested Timeline**  
2-3 weeks

#### Grade Level Summary

Having established the basis of communities, students will further explore the elements of their local and national community, in terms of their geography, cultures, economics, and history.

#### Grade Level Units

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Personal Financial Literacy
- Market Economy and Business

#### Unit Title

Communities Change

#### Unit Summary

Students will learn how people and organizations made a positive impact on their communities. In addition, they will learn how they can make positive contributions to their community..

#### Unit Essential Questions

1. How have people and organizations improved their communities?
2. How can I be a responsible citizen?

#### Key Understandings

1. Students learn about individuals and organizations who helped make a difference in their communities.
2. Students learn how the actions of past citizens had a lasting effect on today's society.
3. Students learn ways that they can make positive contributions to their community/country/world.

#### Focus Standards Addressed in the Unit

8.1.3.A	Identify the difference between past, present and future using timelines and/or other graphic representations.
8.1.3.C	Conduct teacher guided inquiry on assigned topics using specified historical sources.
8.2.3.A	Identify the social, political, cultural, and economic contributions of individuals and groups in United States history.

8.4.3.D	Identify conflict and cooperation among groups and organizations from around the world.
8.3.3.C.	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.
5.2.3.A	Identify personal rights and responsibilities.
5.2.3.B	Identify the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.3.C	
5.2.3.D	Identify leadership and public service opportunities in the school, community, state, and nation.
Describe how citizens participate in school and community activities.	

### Important Standards Addressed in the Unit

CC.1.4.3.V	Conduct short research projects that build knowledge about a topic.
CC.1.4.3.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> <li>Students may believe that their community and country has always been the same.</li> <li>Students may think that only government leaders can cause change.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals have affected communities and caused change.</li> <li>All people can take action to affect change in their community.</li> </ul>

<b>Concepts</b> <ul style="list-style-type: none"> <li>Individuals and groups have made positive contributions to society in past.</li> <li>Individuals and groups can make positive contributions to society today.</li> </ul>	<b>Competencies</b> Students will be able to: <ul style="list-style-type: none"> <li>Identify the contributions of specific individuals who have improved their communities (Ruby Bridges, Cesar Chavez, Lois Marie Gibbs, Judy Heumann, Rosa Parks, etc.)</li> <li>Identify groups that come to the aid of a community during a natural disaster or emergency. (ASPCA, Red Cross, first responders, Girl Scouts, Boy Scouts, Peace Corps., etc.)</li> <li>Identify groups and individuals in our own community who make positive contributions to society.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>volunteer</li> <li>strike</li> <li>natural disaster</li> <li>boycott</li> <li>protest</li> </ul>
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	<ul style="list-style-type: none"> <li>● Identify ways that they can make a positive contribution to their community, country, or world.</li> </ul>	
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**Assessments:**

- Journal entries
  - Research projects and/or presentations
  - End of unit test
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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Read aloud trade texts (biographies)
  - Read aloud past and present newspaper articles.
  - Show past and present TV news segments that highlight people making a difference in their community
  - Watch Brain Pop Jr. Biographies videos
  - Use activities in the *Our Communities and Beyond!* sample lesson on [www.teachinci.com](http://www.teachinci.com)
  - Create a diary entry or picture that depicts what life would be like without the contributions of... (insert individual here)
  - Create a timeline of an important person's life and/or important events
  - Research past individuals who have made positive contributions (biographies, book report)
  - Research natural disasters and the organizations/people that provided aid during the crisis
  - Create a community service project where students work to solve a community issue
  - Create a monument that represents and describes the contribution of an individual or organization.
  - Invite guest speakers and community service members to speak to students about their contributions to their community.
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**Differentiation:**

- Modified tests
  - Leveled texts
  - Use of graphic organizers when appropriate
  - Guided groups for research activities
  - Extension research activities
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**Interdisciplinary Connections:**

- Reading and comprehending nonfiction texts read aloud or independently.
  - Numerical order/Comparing Numbers through the creation of timelines
  - Informational writing about important people in history (All About....)
  - Speaking/Listening through oral reports
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**Additional Resources:**

- Biographies
  - Brain Pop Jr. videos
  - Discovery Streaming videos
  - Local and national newspapers
  - Local and World TV news segments
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**Created By:**

SS Curriculum Team

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## Social Studies / Grade 3

### Unit 3: Many Culture, One Country

**Subject**  
Social Studies

**Grade**  
3rd

**Unit**  
Many Cultures, One  
Country

**Suggested Timeline**  
2-3 weeks

#### Grade Level Summary

Having established the basis of communities, students will further explore the elements of their local and national community, in terms of their geography, cultures, economics, and history.

#### Grade Level Units

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Personal Financial Literacy
- Market Economy and Business

#### Unit Title

Many Cultures, One Country

#### Unit Summary

Immigrants come to the United States for many reasons. The journey here is not always easy and is filled with positive and negative effects. Once here, the representatives from different cultures often add to our culture as a country and makes our community diverse.

#### Unit Essential Questions

1. How do people become part of our country?
2. What makes our community diverse?

#### Key Understandings

1. Students will learn about the immigrant experience.
2. They will understand why people immigrate, challenges of coming to the US, and some benefits and drawbacks of life as an immigrant.

#### Focus Standards Addressed in the Unit

7.3.3.A.	Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.
8.2.3.D.	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
8.3.3.A.	Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.



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**Important Standards Addressed in the Unit**

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8.4.3.A.

Identify the elements of culture and ethnicity.

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**Misconceptions**

- People living in the United States have always been here.
- Everyone in the United States is part of the same culture with the same beliefs, celebrations, languages, etc.

**Proper Conceptions**

- People of different cultures immigrated to the United States from other countries.
  - There are many cultures in the US which contribute their own cultural elements.
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**Concepts**

- People immigrate to the United States for many reasons including freedom (political, religious), prosperity, and to escape poor conditions.
- People face hardships in trying to immigrate to the US.
- There are benefits and drawbacks for immigrants.
- Other cultures have contributed to life in America.
- Various cultures have contributed to our community.

**Competencies**

Students will be able to...

- identify reasons why people immigrate to the US
- identify challenges people face in getting to the US
- identify some of the benefits and drawbacks of life as an immigrant
- identify how different cultures have made important contributions to life in America
- understand that various cultures have contributed to our community (foods, languages, holidays, etc.)

**Vocabulary**

- human features
  - immigrant
  - immigration
  - citizen
  - culture
  - ethnicity
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**Assessments:**

- Writing piece describing the reasons for immigrating
  - Vocabulary quiz
  - Journal entry or written response explaining contributions of other cultures
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**Suggested Strategies to Support Design of Coherent Instruction***Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

1. Use the site <http://pbskids.org/itsmylife/family/immigration/article2.html> to introduce immigration.
  2. Use Discovery Education to show pictures and video clips of immigration to lead discussions.
  3. Show the Brain Pop Jr. video about Ellis island to establish some of the vocabulary and basic information: <https://jr.brainpop.com/socialstudies/citizenship/ellisland/>.
  4. Have students work on a "family tree" to identify where some of their own family originated from.
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5. Read children's literature, including *At Ellis Island, A History in Many Voices* by Louise Peacock, *The Long Way to a New Land* by Joan Sandin, and *If Your Name was Changed at Ellis Island* by Ellen Levine
  6. Have students write about why people would choose to come to the United States and whether or not they would like to move to a new country.
  7. Have students create a pro and con list for immigrating to a new country. Read the scenarios on the PBS site: <http://pbskids.org/itsmylife/family/immigration/article2.html> and have them weigh in on whether or not the individual should immigrate.
  8. Give primary documents from immigrants for students to evaluate.
  9. Read children's literature about cultures, such as *Can You Greet the Whole Wide World?* by Lezlie Evans and *Kids Around the World Celebrate* by Lynda Jones
  10. Play a guessing game to identify which culture common foods come from. Alternatively, bring in samples of various ethnic foods.
  11. Play music samples from other cultures (YouTube is a great resource).
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**Differentiation:**

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- ensure that texts used are leveled appropriate for various reading levels
  - for acceleration, have students identify countries of origin on a map
  - modify texts and quizzes by limiting the number of possible responses
  - scaffold writing pieces by providing a frame
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**Interdisciplinary Connections:**

- opinion and informational writing
  - close reading primary sources and informational texts
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**Additional Resources:**

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**Created By:**

Social Studies Curriculum Committee 2015

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## Social Studies / Grade 3

### Unit 4: Personal Finance Literacy

**Subject**  
Social Studies

**Grade**  
3rd

**Unit**  
Personal Financial Literacy

**Suggested Timeline**  
2-3 weeks

#### Grade Level Summary

Having established the basis of communities, students will further explore the elements of their local and national community, in terms of their geography, cultures, economics, and history.

#### Grade Level Units

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Personal Financial Literacy
- Market Economy and Business

#### Unit Title

Personal Financial Literacy

#### Unit Summary

Students will learn about managing money and the costs and benefits associated with economic choice. Students will also learn about government involvement in local economic activities, the role of banks in bringing savers and borrowers together.

#### Unit Essential Questions

1. What is the difference between a tangible asset and an intangible asset?
2. Why do people save and spend money?
3. What is involved in making an economic choice?
4. How is the government involved in economic decisions?
5. What is the role of a bank?

#### Key Understandings

1. Assets can be tangible (such as cars, houses) or intangible (such as organization skills or other talents)
2. People purchase goods based on needs and wants
3. The bank is a community resource to help people manage their money
4. The government taxes people in order to help provide goods and services
5. There are different kinds of resources including natural, human, and capital
6. There are several factors involved in making an economic choice (need vs. want, scarcity, price)

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**Focus Standards Addressed in the Unit**

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<b>6.1.3.A.</b>	Define <b>scarcity</b> and identify examples of <b>resources, wants,</b> and needs.
<b>6.1.3.B.</b>	Identify needs and wants of people. Identify examples of natural, <b>human,</b> and <b>capital resources.</b>
<b>6.1.3.C.</b>	Explain what is given up when making a <b>choice.</b>
<b>6.1.3.D.</b>	Identify reasons why people make a <b>choice.</b>
<b>6.3.3.A.</b>	Identify <b>goods</b> and <b>services</b> provided by the government.
<b>6.3.3.B.</b>	Identify examples of government involvement in local economic activities.
<b>6.3.3.C.</b>	Define tax and explain the relationship between taxation and government services.
<b>6.5.3.E.</b>	Identify <b>tangible</b> and <b>intangible assets.</b>
<b>6.5.3.G.</b>	Define saving and explain why people save.
<b>6.5.3.H.</b>	Identify the role of banks in our local community.

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**Important Standards Addressed in the Unit**

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**Misconceptions**

- When you put your money in the bank, it just stays there.
- Things that they really want may be considered needs.
- Government programs are completely free.
- Students are often unsure of the cost of things and think they are less expensive or more expensive than they really are.

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**Proper Conceptions**

- Your money can earn interest as it is used by the bank for other borrowers.
  - There are very few actual “needs,” things such as pets and fancy clothes are wants.
  - There is a cost associated with government programs (including taxes).
  - The things we typically want are very costly.
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**Concepts**

- tangible and intangible assets
- saving and spending
- economic choice (scarcity, needs, wants)
- role of banks
- role of government (providing goods and services, taxes)
- natural, human, and capital resources

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**Competencies**

- Students will be able to....
- identify examples of tangible and intangible assets
  - explain what is involved in making an economic choice
  - explain the role of a bank in saving and borrowing money
  - explain the role of the government in providing goods and services

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**Vocabulary**

- tangible asset
  - intangible asset
  - scarcity
  - economic choice
  - tax
  - loan
  - interest
  - natural resources
  - human resources
  - capital resources
  - public goods
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	<ul style="list-style-type: none"> <li>● explain the relationship between taxes and government services</li> <li>● identify examples of human, natural, and capital resources</li> </ul>	<ul style="list-style-type: none"> <li>● opportunity cost</li> </ul>
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#### Assessments:

- Written responses
  - Vocabulary quizzes
  - End of unit test
  - Journal entries
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#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Invite a bank in to talk with students about saving money
  - Read from children's literature such as *If You Made a Million*, *Berenstein Bears and the Trouble with Money*, *Alexander Who Used to be Rich Last Sunday*
  - Play a "Price is Right" type game with students having them guess the correct price for items they may want now and in the future (i.e. DVD, bike, puppy, car, college education)
  - Brain Pop Jr. video on "Spending and Saving"
  - Illustrate taxation through an activity where an object (i.e. popcorn) is given unevenly to students (and none to some). "Tax" students to give some to students without to model the government's role in helping those who have significant need.
  - Create a web or flip book showing the different types of resources
  - Use websites such as <http://www.practicalmoneyskills.com/games/peterpigs/> and <http://www.practicalmoneyskills.com/games/moneymetropolis/>
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#### Differentiation:

- provide multiple concrete examples
  - provide graphic organizers when appropriate
  - modify tests and quizzes to include fewer choices
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#### Interdisciplinary Connections:

- Addition and subtraction in looking at interest and taxes
  - Informational and/or persuasive writing about spending and saving
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#### Additional Resources:

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#### Created By:

Melanie Walters, Janelle Kopac, Jess Clay

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## Social Studies / Grade 3

### Unit 5: Market Economy and Business

**Subject**  
Social Studies

**Grade**  
3rd

**Unit**  
Market Economy and  
Businesses

**Suggested Timeline**  
3-5 weeks

#### Grade Level Summary

Having established the basis of communities, students will further explore the elements of their local and national community, in terms of their geography, cultures, economics, and history.

#### Grade Level Units

- Communities and Geography
- Communities Change
- Many Cultures, One Country
- Personal Financial Literacy
- **Market Economy and Business**

#### Unit Title

Market Economy and Businesses

#### Unit Summary

Students will learn how businesses create and sell a product, the relationship between producers and consumers, identify the role of government in economics.

#### Unit Essential Questions

1. What does it take to have a successful business?
2. What is an example of division of labor and how is specialization important to that example?
3. How does trade affect our community?

#### Key Understandings

1. businesses provide products, advertise and compete for customers
2. people depend on others to get their job done
3. communities produce products that are imported around the country and the world; we import products from a variety of place

#### Focus Standards Addressed in the Unit

<b>6.2.3.A.</b>	Identify <b>goods, services, consumers, and producers</b> in the local community.
<b>6.2.3.B.</b>	Identify competing sellers in the local market.
<b>6.2.3.C.</b>	Identify types of advertising designed to influence personal <b>choice</b> .
<b>6.2.3.D.</b>	Define <b>price</b> and how <b>prices</b> vary for products.

<b>6.2.3.E.</b>	Describe the effect of local businesses opening and closing.
<b>6.2.3.F.</b>	Identify <b>private economic institutions</b> .
<b>6.2.3.G.</b>	Identify characteristics of the local economy.
<b>6.4.3.A.</b>	Identify local examples of <b>specialization</b> and <b>division of labor</b> .
<b>6.4.3.B.</b>	Identify examples of trade, imports, and exports in the local community

### Important Standards Addressed in the Unit

<b>E03.C.1.1.1</b>	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
<b>E03.C.1.1.2</b>	Provide reasons that support the opinion.

<b>Misconceptions</b>	<b>Proper Conceptions</b>
<ul style="list-style-type: none"> <li>Students may believe that prices for products are set and do not change.</li> <li>Students may not understand that there are significant overhead costs associated with running a business.</li> <li>Students may believe that terms like producer, consumer, good, and service are mutually exclusive.</li> </ul>	<ul style="list-style-type: none"> <li>Prices fluctuate according to supply and demand.</li> <li>There are many costs associated with opening a business.</li> <li>People can simultaneously be a producer and consumer; businesses and people can provide goods and services.</li> </ul>

<b>Concepts</b>	<b>Competencies</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>production and consumption of goods and services</li> <li>competition in business and it's role in economic decisions</li> <li>interdependence and specialization</li> <li>local businesses in Dillsburg</li> <li>role of consumer in determining price</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>list several ways local businesses attract customers</li> <li>identify local producers their competitors</li> <li>compare and contrast the relationship between the supply and demand of a product</li> </ul>	<ul style="list-style-type: none"> <li>advertise</li> <li>competition</li> <li>demand</li> <li>supply</li> <li>goods</li> <li>services</li> <li>consumer</li> <li>producer</li> <li>market</li> <li>price</li> <li>profit</li> <li>loss</li> <li>interdependence</li> <li>specialization</li> <li>division of labor</li> <li>assembly line</li> <li>import</li> <li>export</li> </ul>

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**Assessments:**

- Vocabulary quiz
  - Journal entries
  - Business project
  - End of unit test including open ended questions that require understanding the relationship between economic concepts
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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Read children's literature titles such as *Boom Town*, *How to Make an Apple Pie and See the World*, *Lawn Boy*, *Supermarket*, *Molasses Man*, *Beatrice's Goat*, *Economics in Action* series
  - Watch "I Love Lucy" clip on assembly lines as activating strategy
  - Invite business mentors from the local community to speak with students
  - Watch "How It's Made" videos on Discovery Streaming or YouTube
  - Use Brain Pop Jr. videos on the following topics: Needs and Wants and Goods and Services (also includes activities for writing as well as quizzes and games)
  - Have a mock assembly line
  - Conduct a mock auction to communicate the effects of supply and demand
  - Visit <http://pbskids.org/dontbuyit/> for activities about advertising
  - Watch "How to Create a Logo" video found on <http://www.entrepreneur.com/article/71902>
  - Find out about competition between businesses at <http://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/site.html#/pizza-pizza-or-pizza>
  - Use phone book or Yellow Pages app in iPads to make a web of local businesses and their competitors
  - Have students create a product or service to experience the process of running a business, conducting market research, developing advertisements, designing a logo/slogan, identifying competition, and selling the product or service
  - Pick a product (such as sneakers or cereal) and have students identify the origin of each material used to create the product (i.e. rubber from South America, products made domestically vs. foreign imports)
  - View import and export maps to show what we produce and export and what we typically import
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**Differentiation:**

- provide multiple concrete examples
  - provide graphic organizers when appropriate
  - modify tests and quizzes to include fewer choices
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**Interdisciplinary Connections:**

- Opinion writing through advertising
  - Reading and comprehending fiction and nonfiction read aloud texts
  - Math associated with calculating profit and loss
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**Additional Resources:**

- Field trip (Hershey Story or other to see how a business functions)
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