



Integrated Content Instruction Unit

Target Content Standard- 3rd Grade Social Studies 3.5 Economics-Economic Literacy

Length of unit- 20 days of instruction

Guiding Question

What are the basic concepts of our local economy, and what is your role?

Expected Learning Outcomes (demonstration of knowledge)

Students will know the basic concepts of our local economy and their role in it and be able to share this knowledge in Learning Evaluation Tasks which include a print, a product, and a performance measure.

Learning Evaluation Tasks

Print	Product	Performance
<p>Students will write an informational report about the basic principles of the United States' economic structure and their role in it.</p> <p>CCCS Writing 3rd Grade</p>	<p>Students will construct vehicles that are used in our economy (eg. delivery truck, tractor, car, etc.) using a wheels and axles system and a circuit. Students will use the vehicles as part of their explanation of how our economy works (in the Interactive Gallery).</p> <p>NGSS Science</p>	<p>Students will relate, summarize, and explain their learning in an Interactive Gallery which includes parents, administrators, teachers, and students.</p> <p>CCCS Speaking 3rd Grade Listening 3rd Grade</p>

Supporting Questions

1. Which type of economy do we have? *
2. What is the difference between a good and a service? *
3. What is the difference between a want and a need?
4. What is a consumer? *
5. What is a producer? *
6. What is a distributor? *
7. How can consumers acquire products? (exchange and money) *
8. How can consumers choose needed goods and services? *
9. What are the three functions of money in the economy?
10. What are natural resources? *
11. How are natural resources used to produce goods and services? *
12. What are human resources? *
13. How are human resources used to produce goods and services? *
14. What are capital resources? *
15. How are capital resources used to produce goods and services? *
16. What are prices? *
17. What is supply?

18. What is demand?
19. How are prices affected by supply and demand?
20. How can a consumer earn money to purchase a needed or desired item?
21. What is an income?
22. What are some jobs, and how do the workers in these jobs receive an income?
23. How can a consumer save money?
24. How does a consumer evaluate consumption choices?
25. How can people improve their ability to earn income?

Content Input

Supporting Question	Source of Information	Delivery method	Reading Comprehension Focus or Language Acquisition Focus	Notes
1. Which type of economy do we have? *				

Additional knowledge needed to meet Expected Learning Outcomes:

Vocabulary- entrepreneur, account, interest

Interactive Gallery (includes the Learning Outcome Evaluation) will be held on November 21, 2013.

Integrated Content Instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science		System Inquiry	Make blueprints	Math- Use essential elements of the system and money	Catch up
Language Arts Reading- Writing- Social Studies/Science	Construct wheels and axles systems	Finish construction of systems	Catch up	Create and answer questions for the Interactive Gallery Create Reflective Templates for Interactive Gallery PRODUCT OUTCOME	Practice asking and answering questions Interactive Gallery (Learning Outcome Evaluation) PERFORMANCE OUTCOME

The U.S. Economy and My Role In It
 (informational report planning sample)

consumption and production	supply and demand	my role as a consumer
<p>goods and services</p> <ul style="list-style-type: none"> ▪ ▪ <p>wants and needs</p> <ul style="list-style-type: none"> ▪ ▪ <p>resources</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>money</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>how supply and demand works</p> <p>prices</p>	<p>income</p> <p>saving options</p> <p>ability to earn money</p>

Print Evaluation Task Scoring Guide

Proficient

Structure

- Writes an informational report
- Writes to the prompt (topic and subtopics match the prompt)
- Includes a main idea in each paragraph
- At least 3 supporting details in each paragraph
- Uses at least 2 authoritative sources
- Response is multiple paragraphs
- Response is at least 300 words
- Includes a bibliography

Descriptive Language

- At least 5 adjectives
- At least 2 appositives
- At least 2 linking words are used to connect ideas in a category (also, another, and, more, but)

Sentences

- At least 2 types of sentences are used
- At least 4 complex sentences
- At least one compound, complex sentence
- No more than two sentences start with the same word
- Topic sentence establishes purpose
- Closing sentence restates topic and purpose
- Each paragraph has a topic sentence

- Key word from prompt (or synonym for it) is in the writing

Mechanics, Spelling, Handwriting

- All sentences are punctuated
- Each compound sentence and/or complex sentence has an appropriate comma
- All necessary capital letters are in place
- All paragraphs are indented
- All grade-level appropriate words are spelled correctly
- Product is legible

My thoughts:

Product Evaluation Task Scoring Guide

Proficient

Product

- Built a vehicle used in the economy
- Wheels and axles system is operational
- Circuit is operational
- Used the vehicle in the performance task (Interactive Gallery)

Process

- Project journal includes at least 15 entries (short, constructed responses)
- Blueprint completed
- Cost sheet completed and accurate
- Reflective template completed
- Sent at least one invitation to the Interactive Gallery

Science

- Use a device that shows electricity producing...light...
- Chose materials most suitable to make simple mechanical constructions
- Developed and shared solutions to problems with others

Effort

- All work is neat and legible
- Effort was consistently strong and positive

My thoughts:

Performance Evaluation Task Scoring Guide

Proficient

Performance

- Participated in the Interactive Gallery
- Stayed focused on answer to the question asked
- Reflected and shared information learned during the unit
- Used notes, the Reflective Template, or the project journal to aid presentation
- Used the vehicle in the performance task (Interactive Gallery)
- Spoke clearly

Process

- Created questions to be asked during the Interactive Gallery
- Wrote answers to the questions
- Practiced asking the questions
- Practiced answering the questions

Social Studies

- Shared at least one role played in the United States' economy
- Explained how the vehicle helps consumers and producers
- Explained why the particular vehicle was chosen

Effort

- Effort was consistently strong and positive

My thoughts: