



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 3 Social Studies*

<b>Theme</b>	<i>Unit 7: Economics</i>	<b>Unit duration (Days)</b>	<i>10 - 20 Days</i>
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**GA DoE Standards**

**SS3E1 Define and give examples of the four types of productive resources.**

- a. Natural (land)
- b. Human (labor)
- c. Capital (capital goods)
- d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

**SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.**

**SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.**

- a. Describe the interdependence of consumers and producers.
- b. Describe how goods and services are allocated by price in the marketplace.
- c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.
- d. Explain that most countries create their own currency for use as money.
- e.

**SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.**

**Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations

**Map and Globe Skills:**

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps

**Themes and Enduring Understandings:**

**Location:** The student will understand that where people live matters

**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.

**Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

**Beliefs and Ideals:** The student will understand that people's ideas and feelings influence their decisions.

**Essential Questions**

**Factual—**

What resources are needed to produce goods and services?

What is scarcity?

What are productive resources?

How do productive resources interact to create goods and services?

How do beliefs and ideals impact economic decisions?

**Inferential—**

How does location impact economic decisions?  
 How does scarcity relate to productive resources?  
 How do trade and interdependence relate to scarcity?  
 What is the government's role in the economy?  
 What does paying our taxes mean for our lives?  
 How do individuals make economic decisions?  
 How do entrepreneurs participate in the economy?

**Critical Thinking-**

How does where we live influence our economic choices?  
 Why do individuals have to make economic decisions?  
 Why are choices necessary?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
choice participation trade interdependence role economy	scarcity economic decisions goods services production productive resources taxes

## Assessments

### **Summative Assessment(s):**

Economic Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

\* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

### **Theme Based Writing Task and Rubric:**

1. [There is a Tax for That](#) Explore how the government pays for services through taxes (Differentiation as needed: Use the think aloud strategy with the video [Economies in and between countries](#) (DE))

**SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.**

2. [DBQ: How do the four productive resources work together in our economy and which one is most important?](#) Students will explore and analyze documents to learn the roles of land, labor, capital, and entrepreneurship in the American economy. They will use this information to make a claim about the one they feel is most important and then write to defend their claim citing evidence from the documents.

**S3E1 Define and give examples of the four types of productive resources.**

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Teacher Supports</b>	<a href="#">Parent Information Letter</a> - edit for school specific information  <a href="#">Teacher Notes</a> for this unit Additional unit information may be found at the <a href="#">GADOEInspire Site</a>  <a href="#">Junior Achievement</a> JA of Arizona offers a variety of lessons to support economic understanding.	

<p><b>SS3E1 Define and give examples of the four types of productive resources.</b></p> <ul style="list-style-type: none"> <li>a. Natural</li> <li>b. Human</li> <li>c. Capital</li> <li>d. Entrepreneurship</li> </ul>	<p><a href="#">How is it Made?</a> Analyze common objects to understand the productive resources</p>	<p>Allow students to work on the charts in pairs, provide additional examples, advanced students can research an item of their choice and share with the class.</p>
<p><b>SS3E1 Define and give examples of the four types of productive resources.</b></p> <ul style="list-style-type: none"> <li>e. Natural</li> <li>f. Human</li> <li>g. Capital</li> <li>h. Entrepreneurship</li> </ul>	<p><a href="#">Taking a Risk</a> Create a skit to show understanding of the productive resources</p>	<p>Provide several books about entrepreneurs for small groups to read together and share their findings. Work with partners to identify the productive resources.</p>
<p><b>SS3E3 Give examples of interdependence and trade and explain the benefits of voluntary exchange.</b></p> <ul style="list-style-type: none"> <li>a. Describe the interdependence of consumers and producers.</li> <li>b. Describe how goods and services are allocated by price in the marketplace.</li> <li>c. Explain that some goods are made locally, some elsewhere in the country, and some in other countries.</li> <li>d. Explain that most countries create their own currency for use as money.</li> </ul>	<p><a href="#">We're All in This Together</a> Become a detective to track down resources and sites of production for commonly known goods.</p>	<p>students contribute to a class narrative or group writing. Provide additional resources. Shorten lesson activities Provide definitions as needed.</p>
<p><b>SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice.</b></p>	<p>This series from practical money skills provides opportunities for literacy integration, student collaboration, and build economic understandings through real world applications</p> <p><a href="#">Lesson 1: Student Guide</a> Allowances and Spending Plans  <a href="#">Lesson 1: Teacher Guide</a></p> <p><a href="#">Lesson 2: Student Guide</a> Explore how to be responsible with money and spending choices  <a href="#">Lesson 2 Teacher Guide</a></p>	<p>Model tasks with whole group  allow students to work in pairs  work in small groups with students who need additional support  Preview tier 2 vocabulary</p>

	<p><a href="#">Lesson 3: Student Guide</a> Understand the concept of making a choice to save or invest money.</p> <p><a href="#">Lesson 3: Teacher Guide</a></p> <p><a href="#">Lesson 4: Student Guide</a> Complete a comparison shopping activity to better understand price and how we make spending decisions.</p> <p><a href="#">Lesson 4: Teacher Guide</a></p>	
<p><b>S3E1 Define and give examples of the four types of productive resources.</b></p> <ul style="list-style-type: none"> <li>i. Natural</li> <li>j. Human</li> <li>k. Capital</li> <li>l. Entrepreneurship</li> </ul>	<p><a href="#">Economics lesson: Labor, Income, Saving (St. Louis Federal Reserve)</a> Students use the savings plan from the text <i>A Chair for my Mother</i> to create a personal savings plan</p>	<p>work in small groups with students who need additional support; preview vocabulary</p>
<b>Recommended High Quality Complex Texts</b>		
<p><i>Arthur’s Pet Business</i> by Marc Brown</p> <p><i>Alexander Who Used to Be Rich Last Sunday</i> by Judith Viorst</p> <p><i>A Chair for My Mother</i> by Vera Williams</p> <p><i>Uncle Jed’s Barbershop</i> by Margaree King Mitchell</p> <p><i>Erandi’s Braids</i> by Antonia Hernandez Madrigal</p> <p><i>How Is a Crayon Made</i> by Oz Charles</p> <p><i>The Tortilla Factory</i> by Gary Paulson</p> <p><i>Bread, Bread, Bread</i> by Ann Morris</p> <p>DE Videos</p> <p><a href="#">Economics: production, Distribution, and Consumption</a> DE Video Segments only</p> <p><a href="#">Cha Ching: Entrepreneur</a> DE Video</p> <p><a href="#">Financial Literacy for Grades 3-5</a> DE Video Segments</p>		