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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Emily Dent | | | Grade Level: 3 | | |
| Subject Area: Social Studies | | | Cross Curricular Opportunities: Language Arts, Math | | |
| Unit Title: "Being a Thoughtful Consumer" | | | Estimated Duration of Unit (between 2-9 weeks): 3 Weeks | | |
| Overview of Unit: This Unit covers how people can earn and spend money, how to save money and make a budget, and more. It ends with both a formal assessment and a cross-curricular informal STEM assessment that is connected to the Bible. | | | | | |
| Forms of Text (nonfiction/fiction): non-fiction, with supplemental materials including the Bible | | | Teaching Strategies: Whole-Class teaching, Whole-Brain teaching, Kinesthetic activities, group work | | |
| Catholic Identity Connections: Students are aware of the giving and donating opportunities available through the Church and the fact that the Church is the number one global community service organization in the world. This Unit will prepare students to make smart choices when it comes to spending money, saving money, and donating money, time, or services to the Church and the people the Church helps every day. | | | | | |
| Assessment (authentic/published - summative/formative): | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Length of Lesson |
| None | -The student will be able to apply critical thinking skills to organize and use information. | Introduction to the Unit  1) Read pages 416-417. You can virtually visit the Mall of America using this [website](http://bigeyeinthesky.com/Default.asp?CID=Mall_of_America). Ask the students the following questions while you are reading:  -How do you think a person can be a thoughtful consumer?  -How could someone spend money before he or she has earned it?  -What do you think Thomas Jefferson’s quote really means?  -What is a fact? Give me an example.  -What is an opinion? Give me an example.  2) Word Work- this chart is to be glued into the students’ Social Studies Notebook and completed throughout the lesson. In this first lesson, students will fill out the “Predicted Meaning” section with what they think each new vocabulary word means. | | -Harcourt Horizons People and Communities Textbooks, one per child  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx)  -Social Studies Notebooks (we glue and complete all activities in these notebooks, you may just hand them out as worksheets) | 45 minutes |
| -SS.3.7 | -The student will be able to identify ways people earn money, describe reasons people spend money, and understand that people save money. | Lesson 1: How people earn and use money  1) Ask the students how they think people make money. Ask for ideas about how adults could make money versus ways kids could make money. Stress the idea that people can be both producers and consumers.  2) Read pages 418-421. Ask the students the following questions while you are reading:  -How does Bianca Schaut earn income?  -How are people earning money in the pictures on pages 418 and 419?  -What does Bianca Schuat spend her money on?  -What is the difference between a producer and a consumer?  -What are savings?  3) Lesson 1 Activity- Students should complete the “It’s Your Choice” Activity, page 92 in the teacher’s activity book.  4) Word Work- Students should complete the “Actual Meaning” for the words income and savings. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Activity Book [page 92, “It’s Your Choice”](../../Social%20Studies/Activity%20Book%20page%2092.pdf), to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.10 | -The student will be able to read and create a flow chart to understand how the economy of our country/state works. | Skill Day: Read a flow chart  1) Read pages 422-423. Ask the prompted question to practice the flow chart skills.  3) Students should complete the “Read a Flow Chart” Activity, page 93 in the teacher’s activity book.  4) Word Work- Students should complete the “Actual Meaning” for the words flow chart and economy. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Activity Book page [93, “Read a Flow Chart,”](../../Social%20Studies/Activity%20Book%20page%2093.pdf) to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.7  -SS.3.11 | -The student will be able to explain the functions of a bank, describe the basic concepts of interest, and compare different kinds of investments. | Lesson 2: Saving money  1) Ask the students for a reminder about what savings means. Why do you think people would even want to save money? Have you ever saved money for something you really wanted before? What was that? How long did it take to save the money?  2) Read pages 424-427. Be sure to spend a good amount of time discussing the stock certificate on page 427. Ask the students the following questions while you are reading:  -What is interest?  -Why would YOU want to save money?  -How are checking accounts and savings account different? How are they the same?  -How do investments help people make more money?  3) Visit West Virginia’s Smart 529 program website and read the [“When I Grow Up” profiles](http://www.smart529.com/cs/Satellite?c=Page&cid=1444585810803&pagename=College_Savings%2FPage%2FCS_NewsArchivePage) to inspire students to talk to their parents about investing in their future. This topic could be connected to English and you can plan a Unit on entering the [“When I Grow Up” Essay Contest](http://www.smart529.com/cs/Satellite?c=Page&cid=1444585383871&pagename=College_Savings%2FPage%2FCS_CommonPage).  4) Word Work- Students should complete the “Actual Meaning” for the words bank, deposit, interest and investment. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Access to West Virginia’s Smart 529 program website and read the [“When I Grow Up” profiles](http://www.smart529.com/cs/Satellite?c=Page&cid=1444585810803&pagename=College_Savings%2FPage%2FCS_NewsArchivePage)  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) and the information on the [“When I Grow Up” Essay Contest](http://www.smart529.com/cs/Satellite?c=Page&cid=1444585383871&pagename=College_Savings%2FPage%2FCS_CommonPage)  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.8 | -The student will be able to use, create, and interpret a line graph to show how stock prices can change. | Skill Day: Using a line graph  1) Read pages 428-429. Ask the prompted question to practice the line graph skills.  3) Students should complete the “Use a Line Graph” Activity, page 95 in the teacher’s activity book.  4) Word Work- Students should complete the “Actual Meaning” for the word line graph. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Activity Book [page 95, “Use a Line Graph](../../Social%20Studies/Activity%20Book%20page%2095.pdf),” to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.7 | -The student will be able to explain why making a budget is important for good money management.  -The student will be able to analyze a simple budget that allocates money for spending and saving. | Lesson 3: Making a budget  1) Ask the students if they have heard their parents talk about a budget. Ask if they think a budget could help them save and spend money, too.  2) Read pages 430-433. Ask the students the following questions while you are reading:  -What kind of information is included in a budget?  -What does outgoing money mean?  -What are some ways money comes in?  -What categories of incoming money can be included in a budget?  -What can a budget help people do?  3) View the [School House Rock Video: $7.50 A Day](https://www.youtube.com/watch?v=GawH48QNDfc) Video. Discuss what the video means and how the boy changed over the course of the video.  4) Lesson 3 Activity- Students should complete the “Make a Budget” Activity, page 96 in the teacher’s activity book.  5) Word Work- Students should complete the “Actual Meaning” for the word budget. | | -Harcourt Horizons People and Communities Textbooks, one per child  -YouTube Access  -Activity Book [page 96, “Make a Budget,”](../../Social%20Studies/Activity%20Book%20page%2096.pdf) to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.8 | -The student will be able to evaluate economic decisions by considering problems and resources. | Skill Day: Make an economic choice  1) Read pages 434-435. Ask the prompted question to practice the choice skills. This lesson is tricky because most kids want the “better” or “more fun” choice, so try to remind students of the items they really want to budget and save for in the future. This lesson is all about spending money wisely.  2) Watch the [Cashville Opportunity Cost Video](https://www.youtube.com/watch?v=8QLkhmsvKLo). It is lengthy, but gets kids excited about technology as well.  3) Students should complete the “Make an Economic Choice” Activity, page 97 in the teacher’s activity book. I would do this activity as a class.  4) Word Work- Students should complete the “Actual Meaning” for the words trade-off and opportunity cost. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Access to YouTube  -Activity Book [page 97, “Making and Economic Choice](../../Social%20Studies/Activity%20Book%20page%2097.pdf),” to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.1 | -The student will be able to identify and read about people who exemplify good citizenship and good community service. | Lesson 4: People who share  1) As a class, make a quick list of ways that people help other people. Who has helped you and how? In this lesson, students will read biographies about people who have helped others.  2) Read pages 436-441. Ask the students the following questions while you are reading:  -How may gifts of money help a community and its citizens?  -What did Andrew Carnegie do to help others?  -How do organizations like the Red Cross and Doctors Without Boarder help people?  -What did Clara Barton do to help others?  -What do Peace Corps volunteers do to help others?  -If you cannot donate money, what can you do to help others?  3) Students should complete the “People Who Share” Activity, page 98 in the teacher’s activity book.  4) Word Work- Students should complete the “Actual Meaning” for the words donate and historic site. | | -Harcourt Horizons People and Communities Textbooks, one per child  -Activity Book [page 98, “Make a Budget,”](../../Social%20Studies/Activity%20Book%20page%2098.pdf) to be glued and completed in their Social Studies notebooks  -[Word Work Charts](../../Social%20Studies/Chapter%2012%20Word%20Work.docx) in our Social Studies Notebooks | 45 minutes |
| -SS.3.1  -SS.3.6 | -The student will be able to participate in a local service project. | Lesson 5: How the Church shares  \*This is not a part of the Harcourt Horizons series, but one created by me.  \* In connection with the Sadlier “We Believe” Program, 3rd graders learn that the Catholic Church is the world’s largest organization for charity and services that help others. Using this [website](http://www.catholiccharitieswv.org/), look up organizations/events in your area to see how you can participate in this portion of the Unit.  \*In conjunction with our parish, the school hosts can food drives/pantry drives several times a year. With this lesson, we will prepare for the next food drive.  1) With the class, discuss the importance of giving back to others, as a human being and as a Christian/Catholic. Discuss ways that we can give back, since we are children in school and have little resources to give back. We will discuss how to participate in our school/church’s pantry drive.  2) Create Donate posters in conjunction with our school’s pantry drive. We will work on these in partners. | | -Materials for making posters: poster board, markers, etc. | 45 minutes |
| None | Review | Test Prep with Study Guide  1) Give students 25-30 minutes to complete the study guide on their own or in partners. They should use their textbooks and notebooks to help find answers.  2) Review the study guide as a class and ensure that all students have all correct answers. This is the major piece to study for their Test. | | --Harcourt Horizons People and Communities Textbooks, one per child  -Social Studies notebooks  -[Study Guide page 1](../../Social%20Studies/Chapter%2012%20Study%20Guide%20page%201.pdf)  -[Study Guide page 2](../../Social%20Studies/Chapter%2012%20Study%20Guide%20page%202.pdf) | 45 minutes |
| None | Review | Saving money Fact/Opinion Review  1) On the SmartBoard/white board, create a Fact/Opinion chart. As a class, brainstorm random facts and opinions, possibly about each student. For example, Student A has brown hair-fact. Student A says popcorn is the best food- opinion.  2) Students should complete the “Telling Fact From Opinion About Earning and Saving money” Activity, page 99 in the teacher’s activity book. This activity is a good one for students to do individually. | | -Activity Book [page 99, “Telling Fact From Opinion About Earning and Saving money](../../Social%20Studies/Activity%20Book%20page%2099.pdf)”, to be glued and completed in their Social Studies notebooks | 45 minutes |
| All | Demonstrate Understanding | Chapter 12 Test | | Chapter 12 Test [page 1](../../Social%20Studies/Chapter%2012%20Test%20Page%201.pdf)  Chapter 12 Test [page 2](../../Social%20Studies/Chapter%2012%20Test%20page%202.pdf)  Chapter 12 Test [page 3](../../Social%20Studies/Chapter%2012%20test%20page%203.pdf)  Chapter 12 Test [page 4](../../Social%20Studies/Chapter%2012%20Test%20page%204.pdf) | Untimed |
| Cross Curricular | Demonstrate Understanding | Tower STEM Project Explanation/Planning Day  1) Read Luke 14:25-33. Talk about the connection between starting something and not completing it. Jesus is describing saying you are a Christian versus acting like a Christian. Sometimes you need to plan out your life in order to “build your tower” and remain a good and faithful Christian.  2) Explain the project and requirements using the Build a Tower Student Handout.  3) Hand out and explain the [Rubric](../../Social%20Studies/Build%20tower%20rubric.pdf) for grading.  4) Create groups and have the groups begin planning their towers. My class has 12 students, so we will be in 4 groups of 3. Remind them that all math must be written down and saved for grading. | | -[Build a Tower Student Handout](../../Social%20Studies/Build%20a%20Tower%20Student%20Handout.docx)  -[Rubric](file:///C:\Users\edent\Documents\Social%20Studies\Build%20tower%20rubric.pdf)  -Paper for student math | 45 minutes |
| Cross Curricular | Demonstrate Understanding | Tower STEM Project  1) The groups need to finish planning their tower, with all math written out and saved for grading.  2) Groups should “purchase” the items they need to build their planned tower. If their plans go over budget, they need to revise their plans and try “purchasing” again.  3) Students should build their towers. If groups need more time, consider added a second building day. | | -Dried spaghetti (10ish boxes)  -Tooth picks (10ish containers)  -Containers of play dough (at least 4, possibly more)  -Based (like cardboard) for towers to be built upon  -Paper for student math | -45 minutes |
| Cross Curricular | Demonstrate Understanding | Tower STEM Project Presentations  \*We usually invite parents to classroom presentations, so send out information a few days early  \*Be sure to grade presentations and projects using the provided [rubric](../../Social%20Studies/Build%20tower%20rubric.pdf) | | -[Rubric](file:///C:\Users\edent\Documents\Social%20Studies\Build%20tower%20rubric.pdf) for grading | -45 minutes |
| Differentiated Instruction Opportunities/Overview: | | | | | |
| Cross Curricular Opportunities level: Social Studies | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| - CCSS. MATH. CONTENT.3.NBT.A.2 | -The student will be able to add and subtract fluently within 100. | -In Lessons 2, 3, several skill days, and the STEM Project, students will use addition and subtraction to create and balance a budget. | -None | | Lesson 2, 3, and the STEM project |
| - CCSS. ELA-LITERACY.RI.3.10 | -The student will read biographies. | -In Lesson 4, the student will read several biographies and recall facts about the people in each biography. | -Biographies provided in the Harcourt Horizons People and Communities series | | Lesson 4 |
| -CCSS. ELA- LITERACY.W.3.1 | -The student will be able to write opinion pieces with supporting points of view. | -If chosen to complete, the “When I Grow Up” Essay in conjunction with West Virginia’s Smart 529 program can be a cross curricular option connected to Writing and English standards. | -Online access to information about the [essay contest](http://www.smart529.com/cs/Satellite?c=Page&cid=1444585383871&pagename=College_Savings%2FPage%2FCS_CommonPage) | | Lesson 2 |
| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
|  | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
| Yes | Research | | | | |
| Yes | Detailed answers (text supported) | | | | |
| Yes | Notes (note taking skills, outlines) | | | | |
| Yes | Complete sentences | | | | |
| Reading | | | | | |
| Yes | Informational text | | | | |
| Yes | Lexile | | | | |
| Yes | Complex literature |  |  | |  |
| Yes | Speaking | | | | |
| Yes | Listening | | | | |
| Yes | Varied strategies and instructional methods | | | | |
| Yes | Critical thinking in whole class discussion | | | | |
| Yes | Student led activities | | | | |
| Yes | Common Core standards (literature circles) | | | | |
| Technology | | | | | |
| Yes | Smart board | | | | |
|  | Computers | | | | |
|  | iPads | | | | |
| Yes | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| Yes | Used multiple resources | | | | |
| Yes | Domain Vocabulary | | | | |
| Yes | Cross-Curricular | | | | |
| Yes | Collaborative engagement (meaningful feedback) | | | | |
| Yes | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| Yes | Project based | | | | |
|  | Writing prompt | | | | |
|  | Portfolio | | | | |
| Yes | Observation | | | | |
|  | Quiz | | | | |
|  | Technology based | | | | |
| Yes | Test | | | | |
|  | Student created test | | | | |
| Yes | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
|  | Summary | | | | |
| Yes | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| Yes | Various activities | | | | |
| Yes | Inquiry, research and evidence | | | | |
| Yes | Evidence of time management and planning | | | | |
| Yes | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
| We will not complete this Unit until early May.  \*If you need answer keys for anything, please email me at edent@stagnes.org | | | | | |
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