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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Janice Fanjoy | | | Grade Level: 3 | | |
| Subject Area: Social Studies | | | Cross Curricular Opportunities: Math, RLA, Art | | |
| Unit Title: Our Classroom Economy | | | Estimated Duration of Unit (between 2-9 weeks):  Instruction—4 weeks  Economy—will continue all year long | | |
| Overview of unit:  Throughout our third grade year, our students participate in a classroom economy. Through this study, they learn about credits, debits, how to balance a checkbook, budgeting, saving versus spending, and how to maintain a bank and store. They have the opportunity to spend their money in our classroom store once a month. These concepts are tied to the Social Studies standard that has students learn about banking services and is further explained through four weeks of our Social Studies Democracy Studies Weekly curriculum that focus on interdependence, money, banking, and spending. | | | | | |
| Forms of Text (nonfiction/fiction): Democracy Studies Weekly Magazine—Grade 3—Week 18 (We Depend on Each Other), Week 19 (How Much Does it Cost?), Week 20 (Money, Money Everywhere), and Week 21 (Money in your Pocket)  “The Kids’ Business Book” by Arlene Erlbeck, “Supply and Demand” by Janeen R. Adil, “Lemons and Lemonade: A Book About Supply and Demand” by Nancy Loewen, “Spending Money” by Mary Firestone, “Spending and Saving” by Mary Hill, “Money, Money, Money” by Nancy Winslow Parker, “Currency (Inventions that Shaped the World)” by Patricia K. Kummer, “Growing Money: A Complete Investing Guide for Kids” by Gail Karlitz, “The Kids’ Money Book” by Jamie Kyle McGilliam | | | Teaching Strategies: large group instruction, small group work, internet research, student led instruction, group oral reading, projects, discussion | | |
| Catholic Identity Connections: Parish share—budgeting money to share with our Parish and community, our church/school have bills to pay so where does this money come from? | | | | | |
| Assessment (authentic/published - summative/formative): Weekly magazine review quizzes, daily and weekly ledger checks, monthly shopping in classroom store, projects, paragraph and sentence writing, oral discussions | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| SS.3.E.1 | Study bank services including checking accounts, savings accounts and borrowing and create a mock budget | Students are actively involved in a year-long study of economics where they earn credits and debits while maintaining a class bank and store. The unit is cross-curricular: students learn major-principles concepts, as well as use math skills on a daily basis. The students' potential to earn credits and debits also helps teachers facilitate classroom management.  While economics is considered part of the elementary social studies curriculum, textbooks and other social studies programs often neglect to incorporate economic instruction. The classroom economy can fill this void while serving as a fun way for students to act as both consumers and economists in a real world setting.  Our classroom jobs and behavior policy are tied to this study. | | http://www.scholastic.com/teachers/top-teaching/2010/01/class-economy | All Year |
| SS.3.WV.2 | Students will identify the natural resources found within the four physical geographic regions of WV | **Week 18: We Depend on Each Other** Through the content of the Studies Weekly Magazine, students will learn about producers and consumers. They will discuss the characteristics of a healthy economy and how trade is important to a community. Students will learn how imports and exports help economies stay strong.  They will research local goods and services in our community and the state of West Virginia. They will try to find out if local markets export their goods to other countries. Students share their findings.  At the completion of the week, students will take a review quiz on the content. | | Democracy Studies Weekly Magazine—Grade 3—Week 18—How Much Does it Cost?  Internet, laptops/iPads | Week 1  (April) |
| SS.3.E.2 | Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources. | **Week 19: How Much Does It Cost?**  Through the content of the Studies Weekly Magazine, students will learn about the elements of supply and demand. Students will discover why scarcity impacts the price of a product, and why two items that seem very much alike, can have very different costs. Students will complete a writing assignment that allows them to discuss why they think people choose to live in rural, suburban, and urban areas as well as listing some of their perceived advantages and disadvantages of these locations. Students will create a collage poster using old magazine and newspaper clippings and sort items into needs and wants. Students will work in small groups to create a play about bartering.  At the completion of the week, students will take a review quiz on the content. | | Democracy Studies Weekly Magazine—Grade 3—Week 19—How Much Does it Cost?  Paper, newspaper, magazines, glue | Week 2  (April) |
| SS.3.E.5  SS.3.E.3 | Correlate competition for products with increases in advertising and changes in pricing.  Sequence the path of a product from the raw material to the final product | **Week 20: Money, Money Everywhere**  Through the content of the Studies Weekly Magazine, students will explore types of currency, including both money and bartering to provide for wants. Students will have an opportunity to create a budget and design an advertising campaign for a product. Students create an advertising campaign for one of their favorite foods. The campaign includes a slogan, pictures and pricing. They make a short video of their advertisement and share it with the class.  At the completion of the week, students will take a review quiz on the content. | | Democracy Studies Weekly Magazine—Grade 3—Week 20—Money, Money Everywhere  iPads | Week 3  (April) |
| SS.3.E.1 | Study bank services including checking accounts, savings accounts and borrowing and create a mock budget | **Week 21: Money in Your Pocket**  Through the content of the Studies Weekly Magazine, students will learn about the costs and benefits involved in the choices people make about using their money. They will discuss spending, saving, and charitable donations. The students will pretend that they have been asked by the president to design a new dollar bill after brainstorming about what needs to be included on the currency. Once they have done that, they will create an engraving plate out of clay and use ink to stamp their money. Students will use the Cyberchase website to perform one of three quests to ear and save cybercash to buy supplies they need.  At the completion of the week, students will take a review quiz on the content. | | Democracy Studies Weekly Magazine—Grade 3—Week 21—Money in your Pocket  Paper, art supplies, clay, ink  iPads, pbskids.org/cyberchase/quest/launch.html | Week 4  (April) |
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| Differentiated Instruction Opportunities/Overview: Higher functioning students choose five toys that they might enjoy receiving as a gift. Their job is to keep track of these items over two months. They create a graph of the cost from week to week using the Internet or weekly print ads. They present their findings to the class.  Higher functioning students can also evaluate the pros and cons of investing money in the stock market as opposed to putting it in the bank. They present the information to the class.  ELL—Ask students which toys are popular in their native countries. Have students discuss with their parents how money in that country compares in value to U.S. dollars.  Lower functioning students can enlist the help of an “accountant” (another student) when completing the weekly bank ledger and paying bills in the effort correctly compute credits and debits. | | | | | |
| Cross Curricular Opportunities level: | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| 3.NBT.1 | Fluently add and subtract within 1,000 | Students keep a bank ledger for the classroom economy. They are responsible for paying themselves a weekly salary based on their classroom job and any extra money they earn throughout the week (exceptional student credit, 100% credit, etc.) as well as debiting money to pay fines and bills (rent, electricity, fines, etc.) | http://www.scholastic.com/teachers/top-teaching/2010/01/class-economy | | All year |
| 3.W.6 | Students use technology to produce and publish writing as well as interact and collaborate with others. | In small groups, students make up a play about bartering answering the questions: What items would you exchange for what you really want? How will you convince someone to barter with you? The students will type scripts and present the plays to the class. | Laptops | | Week 2—Days 1-2 |
| 3.W.6  and Art | Students use technology to produce and publish writing as well as interact and collaborate with others. | Students create an advertising campaign for one of their favorite foods. The campaign includes a slogan, pictures and pricing. They make a short video of their advertisement and share it with the class. | Laptops, iPads, internet for research, art supplies, tv | | Week 3—Days 3-5 |
| 3.W.7 | Students conduct a short research project that builds knowledge about a topic. | Students research some goods and services that are provided in our community and state. They will try to find out if local markets export their goods to other countries. Students share their findings. | iPads, laptops, WV maps | | Week 1 |
| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | | |
| X | Summary | | | | |
| X | Research | | | | |
| X | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
| X | Complete sentences | | | | |
| Reading | | | | | |
| X | Informational text | | | | |
|  | Lexile | | | | |
|  | Complex literature |  |  | |  |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
| X | common core standards (literature circles) | | | | |
| Technology | | | | | |
|  | Smart board | | | | |
| X | Computers | | | | |
| X | iPads | | | | |
| X | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
| X | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
| X | Collaborative engagement (meaningful feedback) | | | | |
| X | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| X | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
| X | Quiz | | | | |
| X | Technology based | | | | |
| X | Test | | | | |
|  | Student created test | | | | |
| X | Presentation | | | | |
|  | Journal | | | | |
|  | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
|  | Analogy | | | | |
| X | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
| X | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
| This unit spans the entire year but the bulk of the instruction comes after Easter. It has proven to greatly improve our students’ computation skills in addition and subtraction that is especially beneficial because the focus in math shifts to multiplication and division. It has been a great addition to our classroom behavior policy. Students earn “money” for positive behaviors and also have to pay for inappropriate behaviors like missing homework and breaking school/class rules. This allowed us to avoid taking recess away for inappropriate behaviors. Parents and students donated items for our store but we also featured items like a free Scholastic book, lunch with the teachers, sitting in a teacher’s chair, and no homework passes that cost absolutely nothing for us to provide. The Studies Weekly curriculum really compliments our classroom economy by explaining money on a much more detailed level. Giving the students various creative outlets to demonstrate understanding has proven to be a memorable learning experience for some of the trickier content. | | | | | |
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