

READINGTON PUBLIC SCHOOL DISTRICT

Third Grade Social Studies 2020

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I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

In Readington Township Social Studies instruction occurs from preschool through the grade 8 spectrum:

At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

In grades **5-8**, students build upon K-4 foundational content. Through instruction in U. S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past, led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and promote service learning empower students to become civic-minded and socially active.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN THIRD GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Third grade students will build on the knowledge from second grade skills in social studies.

In third grade, students will learn about the rights and responsibilities of community members as they expand their knowledge of local government in Readington Township. They will examine how communities change over time and recognize the diversity of communities around the world. Students will explore both physical and human geography, as they learn the importance of protecting our natural resources.

III. GOALS

Goals are linked to the New Jersey Student Learning Standards for Social Studies. Some standards/goals have sections that are bolded to delineate the specific grade level focus for those standards that have multiple aspects not taught all at one grade level.

There are a variety of standards for social studies. This document compiles and harmonizes the New Jersey Student Learning Standards and the 21st Century Skills Curriculum Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when

assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. THIRD GRADE PACING GUIDE:

Units	Units of Study
Unit 1: Sept./Oct. 7 weeks	Rights and Responsibilities: Life in a Community <ul style="list-style-type: none"> • Citizens have rights and responsibilities • Decisions, actions, and laws created by governments promote the common good
Unit 2: Nov./Dec. 7 weeks	Diversity: People in Communities the World Over <ul style="list-style-type: none"> • A person's beliefs, language, food, traditions, music, clothing and art is his/her culture • The world consists of many diverse cultures that may affect one another positively and negatively
Unit 3: Jan./Feb. 7 weeks	Natural Resources: Communities and Geography <ul style="list-style-type: none"> • Humans have an impact on natural resources • Political and physical maps contain different information and are used for different purposes
Unit 4: March/Apr. 7 weeks	U. S. Government <ul style="list-style-type: none"> • Key events, people, and documents influenced the formation of our government through a series of key events • The United States Government is organized to ensure checks and balances of power.
Unit 5: May/June 7 weeks	Economics: Working and Earning Money In Communities <ul style="list-style-type: none"> • Individual needs and how what people want affects their community. • Supply and demand affect the goods and services provided within an economic system

VI. UNITS OF STUDY

<p style="text-align: center;">Third Grade Unit 1: Rights and Responsibilities: Life in a Community</p>
Desired Results
Established Goals: <ul style="list-style-type: none"> • 6.1.4.A.1 - Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good. • 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

- 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.

Understandings:

Citizens have rights and responsibilities.

Decisions, actions, and laws created by governments promote the common good.

Essential Questions:

What are the character traits that make a good citizen? A good leader?

How does thoughtful decision-making impact the common good?

In everyday life, how do good citizens demonstrate their rights and responsibilities?

Students will know/learn...

- Rules in the classroom and community.
- The need for rules, law, and government.
- Characteristics of a good leader (e.g., personal morality, experience, determination, confidence, a desire to be a leader, the ability to solve problems creatively).
- Problems that might arise from a lack of effective authority.
- Examples of situations in which individuals are acting on their own (e.g., two friends decide to do something) and situations in which individual's actions are directed by others (e.g., parents tell their children to do something).
- Benefits of fulfilling responsibilities (e.g., praise and approval from parents, increased confidence and self-esteem).
- A good leader puts the interests of the people ahead of personal interests.
- A responsibility is a duty to do something or not to do something.
- A good rule or law solves a specific problem, is fair, and "does not go too far".
- People solve common problems by cooperating (e.g. working in groups to pick up trash along a road, Participating in a neighborhood crime watch group, participating in community house-building projects).

Students will be able to...

- Demonstrate responsibility by initiating simple classroom tasks and jobs.
- Demonstrate appropriate behavior when collaborating with others.
- Provide examples of authority (e.g., a teacher tells a group of students to do something) and power without authority (e.g., an older, larger student tells a group of younger students to do something).
- Provide examples of situations that involve responsibility and the sources of responsibility (e.g., a child obeying his/her parents' request to take care of the family's pet).
- Explain what makes an action unfair and provide an alternate course of behavior.
- Provide examples of fundamental rights.
- Provide examples of human rights.
- Compare and contrast responses to violations of human rights.

Learning Plan

Learning Activities:

- Discussion and creation of classroom constitution or rules (Why do we need rules?)
- Analyze the preamble (use dictionary skills to "translate" into third grade language)
- Reading of mentor texts about rules and citizenship (see list below)
- Use of Harcourt text lessons *Students have not used an individual Social Studies text before so build schema by beginning with lessons on nonfiction text features and practice navigating the text with a "scavenger hunt"
- Use activities and practice book pages in Harcourt supplemental texts (see pages below)
- Role playing - provide students with problems common to third grade citizens to act out, challenge them to develop more than one solution
- What makes a good citizen? or What makes a great leader?

- Amistad: African-American Contributions: Group project - assign a “leader” from the past (include a variety of leaders including both male/female and African American leaders such as Madame C.J. Walker, Barack Obama, John Lewis etc.) - create a poster with a picture of the person and examples of what traits made that person a great leader
- Lessons on citizenship - what is a citizen? What does it mean to be a part of community? How does one become a citizen of the U. S.?
- Class debate/discussion - what do you think about the rules you need to follow to be a citizen? Do you agree/disagree with them? Would you add any/delete any restrictions?
- Celebrate Constitution Day (p.270-271 in Harcourt text)

Interdisciplinary Connections

Technology:8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. Social Studies: 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions. Activity: Students will sort laws into fair or unfair and discuss reasoning.

ELA: NJSLA.RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Activity: After reading mentor text, Gobble, Shiver, and Snore, have students make a list of rules and laws that promote a positive classroom using information from the story.

Science: 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Social Studies: 6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. Activity: Students will read each part of the Constitution and analyze its meaning in today’s world.

21st Century Skills

Career Ready Practice: CRP9. Model integrity, ethical leadership and effective management. Social Studies: 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Activity: Students will listen to the story “Fireboat” and write a comparison of the leadership skills of past or present heroes as they defended fundamental rights.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. Social Studies 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions. Activity: Students will read “Jake Drake Bully Buster” and “Enemy Pie” and discuss bullying and ways to stand up for ourselves and others.

Assessment Evidence

Formative:

- Independent student classwork
- Notebook checks
- Teacher observations
- Class participation
- Written classwork
- Exit tickets

Summative:

Benchmark: Debate with rubric about Freedom of Speech [Benchmark #1](#)

Alternative:

- Student presentations/debate

<ul style="list-style-type: none"> • End of unit tests/quizzes • Create a Constitution to follow during indoor or outdoor recess in pairs or individually • Create a class constitution (class rules/expectations) • Debate - the voting age, driving age, wearing a helmet, etc. (choose one topic or several that students can relate to). Assign “sides” and have students debate the pros and cons for the law as is and/or how they would amend it. • Present a solution to an issue of unfairness identified in students’ school or community 	
Resources	
<p>Core Materials: <u>Harcourt Social Studies Our Communities</u> - Unit 1, Lesson 1 (p.14-19), Unit 4, Chapter 7 (p.234-262) p.270-271 (Constitution Day)</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • <u>Homework and Practice Book</u> - p.65-73 • <u>Social Studies in Action</u> - p.80-83, 86-87, 90-93 • Books <ul style="list-style-type: none"> ◦ <i>Shiver, Gobble, and Snore</i> ◦ <i>Do Unto Otters</i> by Laurie Keller ◦ <i>Never Spit on Your own Shoes</i> by Denys Cazet ◦ <i>Officer Buckle and Gloria</i> by Peggy Rathmann ◦ <i>We the Kids</i> by David Catrow ◦ <i>Fireboat</i> by Maira Kalman • Subject-specific leveled texts are available in school bookrooms and classroom libraries <p>Technology:</p> <ul style="list-style-type: none"> • Citizenship Books and Activities: 13 Terrific Titles and What to Do with Them • Online book about being a hero • Schoolhouse Rock “The Preamble” (Youtube) • Teacher created smart notebook files 	

<p>Third Grade Unit 2: Diversity: People in Communities the World Over</p>
Desired Results
<p>Established Goals:</p> <ul style="list-style-type: none"> • 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. • 6.1.4.A.13 Describe the process by which immigrants become United States’ citizens. • 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. • 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. • 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.A.2 - Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

Understandings:

A person's beliefs, language, food, traditions, music, clothing and art is his/her culture.

The world consists of many diverse cultures that may affect one another positively and negatively.

Essential Questions:

What is culture?

How do people express their cultures?

Why should we understand the perspectives of other cultures?

What are prejudice and stereotyping?

Students will know/learn...

- Literature, art, music, dance, architecture, language, food and religion are all expressions of culture.
- Reasons why people may immigrate and imagine what it would be like to travel to a new country.
- A population density shows the number of people living in a given area.
- How different groups of people share their cultures in the USA.
- Identify what makes American culture, including landmarks, holidays, etc.
- A family may represent/express more than one culture.
- Describe how the actions of civil rights leaders inspired social activism in future generations.
- List the steps needed to become a United States citizen.
- Stereotyping and prejudice.

Students will be able to...

- Analyze the causes and effects that immigration may have on a community.
- Analyze a population map.
- Describe immigrants' arrival and living conditions in the United States.
- Compare and contrast cultures and diversity within communities.
- Compare and contrast different cultures from around the world.
- Assess how prejudice and stereotyping have led to conflict in the past and present.
- Explain how a group combines new beliefs and practices into their culture.
- Explain how the introduction of new ideas into a culture creates conflict.
- Provide examples from the past and present of times stereotyping and prejudice took place.
- Describe events from United States history from the perspective of more than one group.
- Explain the impact different perspectives in the community may have on a local issue.
- Identify common issues of public concerns that occur in our community and in communities in other countries then communicate with students from those communities to create possible solutions.

Learning Plan

Learning Activities:

- Begin with background lessons about immigration (possibly Ellis Island). Perhaps, start off with, "If you were told your family was in danger and you had to pack your backpack and leave the country, what would you take and where would you go?" Lead into a discussion of why people become immigrants. Also, spend time on why people move within a country. What challenges do immigrants face when coming to a new country?
- Read stories about immigrants.

- Follow the map and timeline through Ellis Island.
- Have debates about whether or not we should have a cap over how many immigrants who can get in.
- Roleplay and write letters home pretending to be an immigrant on a ship heading to America.
- Amistad: African-American Contributions - Introduce the idea that not everyone who came to this country came for a better life. Forced immigration in the form of slavery occurred. (Use the text Unspoken and discuss)
- Discuss why people settle in a certain place (refer to Chinatown, Little Italy, Harlem, etc.). Practice reading a population density map.
- Read about how people share different cultures and customs within a community. Think about restaurants, for example.
- Research our own cultures (home project) and share with the class. Compare and contrast: What is the same about our cultures, and what is different? Take a close look at how different cultures may have different traditions for a certain holiday.
- Discuss our American heritage. What customs and traditions make the U. S. unique? Brainstorm American food, music, clothing, etc. Think about if you were welcoming someone to your home or this country for the first time, what would you teach them about?
- Learn about cultures around the world and create a culture flag. Split students into pairs and have each pair responsible for a different country, research food, music, holidays, sports, language, religion, etc. Present to class.
- Compare and contrast how different cultures are expressed around the world including written and oral traditions, art, music, dance, holidays, foods, traditions, and religion.
- Holocaust/Genocide: Define what prejudice and stereotypes are. Refer to Martin Luther King Jr and/or read a mentor text (Molly's Pilgrim, Amazing Grace, Sulwe etc. Students can also watch the movie "An American Tale") to introduce the concept. Role play - have students with blue eyes or brown eyes stand for a story while everyone else sits. Discuss. How can/has prejudice or stereotyping lead to conflict? What does the term vestiges of slavery mean? Use the Civil Rights movement to introduce idea. Also, introduce the idea that people have been persecuted for how they look and what they believe (refer to our freedom of religion in the U. S.) Look at examples from the past and present. In small groups or pairs, read short excerpts of examples of racism or bullying and students identify how it is an example of racism/bullying. Act out different situations that could occur, and how a good upstander would respond.
- Skype or connect with other classes from around the world to share cultures. What is school like? What do they eat? etc. and discuss problems each group may face.

Interdisciplinary Connections

Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. Social Studies: 6.1.4.A.13 Describe the process by which immigrants become United States citizens. Activity: Students will write a journal entry of what it was like to travel to America (Ellis Island) and include what they would bring with them on this journey to immigration.

ELA: NJSLS.RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. Social Studies: 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. Activity: Students will choose one part of MLK "I have a dream" speech and explain its relevance today.

Math: 3NFA3C. Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Activity: Students will use fractions to represent and compare the diverse cultures within their class and discuss the importance of each culture in our society.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Activity: Students will research their own culture (country's history, foods, dress, religion, traditions, etc.), describe the importance of understanding this culture, and present to the class.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. Social Studies: 6.3.4.A.2 - Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. Activity: Students will read "If I was President" and then think about a present day concern/problem. They will determine the type of work/responsibilities of the president, how they relate to this issue, and write about how they would address this issue if they were president.

Assessment Evidence

Formative:

- Teacher observations
- Notebook checks
- Written classwork
- Class participation

Summative:

- End of Unit Assessment
- Teacher created quizzes and tests
- Culture flag or letter home
- Brochure - create a travel guide for an assigned country. Assign different aspects of culture to different students and turn in as a group or work or individually.
- Advertisement - design an ad persuading people to come live in the USA that includes elements of American culture.
- National landmark - students design a new landmark to represent the USA based on what they learned of American culture to present to the class.

Alternative:

- Students roleplay the part of an immigrant coming through Ellis Island and seeing the Statue of Liberty for the first time.

Resources

Core Materials:

Harcourt Social Studies Our Communities Unit 5 People in Communities, Chapters 9-10 p.312-378

Supplemental Materials:

- Homework and Practice Book p. 87-106
- Social Studies in Action p.98-113
- Harcourt Leveled Readers - "People From Many Places," "The Nation's Attic: the Smithsonian," and "Shaking Things Up: Cultural Revolution"
- Books
 - *Tar Beach* by Faith Ringgold
 - *How Many Days to America?* by Eve Bunting
 - *It's a Small World* by Disney
 - *I, Too, Am America* by Langston Hughes

- *Everybody Cooks Rice* by Nora Dooley
- *How My Parents Learned to Eat* by Ina R. Friedman
- *The Name Jar* by Yangsook Choi
- *Ruby's Wish* by Shirin Yim Bridges
- *Grandfather's Journey* by Allen Say
- *Amazing Grace* by Mary Hoffman
- *White Socks Only* by Evelyn Coleman
- *Too Many Tamales* by Gary Soto
- *The Keeping Quilt* by Patricia Polacco
- *Molly's Pilgrim* by Patricia Polacco
- *The Hundred Dresses* by Eleanor Estes
- *Inside Out and Back Again* by Thanhha Lai
- *My Name is Maria Isabel* by Alma Flor Ada
- Subject specific leveled texts are available in school bookrooms and classroom libraries
- [Amistad Curriculum](#)
- [NJ Holocaust Curriculum](#)

Technology:

- Brainpop (civil rights)
- <http://interactivesites.weebly.com/colonial-times.html> (interactive sites)
- [Immigration: Stories of Yesterday and Today and Ellis Island](#) (Immigration)
- [Immigration](#) (interactive sites)
- [Culture](#) (interactive sites for culture)
- [Global Trek: Virtual Travel Around the World](#) (learn about different countries and cultures)
- [7 Surprising Ways Teachers Can Connect with Countries Around the World](#)

Third Grade Unit 3: Natural Resources Community and Geography

Desired Results

- 6.1.4.B.1 - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 - **Use physical and political maps** to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 - Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 - Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

<p>Understandings: Humans have an impact on natural resources.</p> <p>Political and physical maps contain different information and are used for different purposes.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are natural resources? How are they being used? How can we conserve them? • What can citizens do to protect their community's environment?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Different ways people choose to use and distribute natural resources. • The difference between renewable and nonrenewable resources. • How to read a political map. • How to read a physical map. • How landforms and availability of resources have impacted where and how people live and work in different communities. • Varying characteristics of regions in the United States based on culture, economics, and physical environment. • Positive and negative interactions between humans and their physical environments in NJ and the USA. • Knows examples of renewable and nonrenewable resources and the importance of conservation. • A natural resource is something from nature that people can use. • Which physical features and processes effect a community. • Various landforms and bodies of water (e.g. mountains, valleys, plateaus, lakes, rivers) • People have a responsibility to care for the environment. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Compare and contrast information that can be found on different types of maps and determine how the information may be useful. • Uses maps and globes to determine relative and absolute locations (e.g. hemispheres, continents, latitude, and longitude). • Measure distance on a map. • Compare and contrast how land is used in different types of communities (suburban, urban, rural). • Compare and contrast features of the regions in the United States. • Explain how changes in technology can impact the environment. • Identify major cities in New Jersey, United States, and the world on a map. • Use geographic and demographic tools (e.g., maps, globes, data visualizations) to understand explain cultural differences found in major cities. • Participate in an advocacy project regarding environmental issues and propose possible solutions. 	
<p style="text-align: center;">Learning Plan</p>	
<p>Learning Activities</p> <ul style="list-style-type: none"> • Harcourt Lessons (specified below) • Mentor texts (specific list below) • Discussion about a map and a globe (What are they? Compare/contrast how do we use them?) Depending on prior knowledge/experience may need additional lessons to practice reading maps. • Where do you live? Introduce the idea of "absolute location" (check in - Do students know their continents? If not, extra lesson using the "Continent Song" Introduce hemispheres, latitude, and longitude) • Use Google Maps to practice with absolute location • Practice continents and hemispheres with game - Which continent am I? Example: "I am located in the Northern and Western hemispheres" • Practice with latitude and longitude - Give students string to trace over the lines on the maps • Look at where we live, what type of community is it - go over rural, suburban, and urban • In groups, students can create a 3D model of one of the three types of communities (teacher assigned) making sure to include typical landforms, bodies of water, and planned out to meet the needs/wants of the community 	

- Look at a map of regions of the U. S. How were they determined? Go over the characteristics of the different regions. Review climate, landforms, and bodies of water (depending on class, may need to spend an extra lesson or two on this). Introduce new terms - valley, canyon, plateau, peninsula, bay
- Virtual tour of the regions
- Have students create a group map. It could be divided by regions (include landforms and bodies of water), Create landform maps of local area, regions of NJ, and/or National Parks - Which landforms and bodies of water are present. Map can be 3D.
- If this unit is taught during December participate in a Holiday Card Exchange and plot which regions cards are received and average temperature.
- What are natural resources? Which ones do we use? Introduce renewable and non-renewable resources. Complete a resource sort (renewable vs. non-renewable).
- Class discussion: Human impact on resources and our environment. How are we harming? How are we helping? Role-play or set up a debate (Examples: loggers vs. people trying to save owls, people for drilling for oil in vs. against) Can read, "The Great Kapok Tree" or "Oil Spill" watch "Fern Gully."
- Environmental project - teacher created, pose a problem for students to solve can give them actual materials to create a solution OR directly relate it to school, what do we do to help the environment? What should we be doing in school or at home?

Interdisciplinary Connections

Technology: 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. Social Studies 6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States. Activity: Students will read "The Great Kapok Tree" and create a graphic organizer that shows how animals and plants depend on humans and one another for survival.

ELA: NJSLS.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). Social Studies: 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. Activity: Students will create a map for a region of the United States by using different symbols for each landform and compare their features to those of a partner's region.

Science- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Social Studies- 6.1.4.B.5: Describe how human interaction impacts the environment in New Jersey and the United States. Activity- Read "Conserving Water during Droughts." Have students brainstorm a way to set up an experiment to see if oil reduces evaporation. Explain how humans impact evaporation and in turn impact the environment.

21st Century Skills

Career Ready Practice: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Social Studies 6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. Activity: Students will work on recycling projects throughout the school, such as composting and monitoring the recycling bins within each classroom.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. Social Studies: 6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

Activity: Students will look at maps of New Jersey (or possibly just Hunterdon County) and compare a physical map, population density map and a map of businesses to identify relationships between natural resources, businesses/workplaces and housing. Students will also look for cause and effect relationships including predicting what causes the large cultural variety in restaurants and stores in certain areas. If

needed, students can compare restaurants in NJ for example, to restaurants in Georgia or Illinois to further showcase cultural diversity.

Assessment Evidence

Formative:

- Independent student classwork
- Written classwork
- Notebook checks
- Teacher observations
- Class participation
- Exit tickets

Summative:

- Teacher created quizzes
- End of unit test
- Environmental project - choose a way that humans have impacted our environment, and show the results (positive or negative) through research in the form of a poster, book, google slides, short skit etc.
- Google classroom - students read an article and watch a video about the impact humans have had on a specific part of the environment (ex: plastic in the oceans, cutting down habitat etc) answer questions requiring critical thinking and physically create or design a solution to the problem.
- Map - students create physical maps of NJ, Hunterdon County, or Readington (Use Google Maps/Google Earth as resources)

Benchmark: Debate with rubric about use of natural resources. [Benchmark #2](#)

Alternative:

- Students create/perform Reader's Theater pertaining to interdependence of species and what happens when one species is scarce or no longer exists.

Resources

Core Materials:

Harcourt Social Studies Our Communities- Unit 2, Chapter 3 (p.80-109), Chapter 4 (p.112-137)

Supplemental Materials:

- Homework and Practice Book - p.20-42
- Social Studies in Action - p.26-47
- The Continent Song (to the tune of "Do You Know the Muffin Man?")
- Books
 - *The Great Kapok Tree* by Lynne Cherry
 - *Oil Spill* by Melvin Berger
 - *The Lorax* by Dr. Seuss
 - *Wump World* by Bill Peet
 - *Just a Dream* by Chris VanAllsburg
 - *Miss Rumphius* by Barbara Cooney
 - *Olivia's Birds* by Olivia Boulter (*a writer's workshop mentor text)
 - *The Curious Garden* by Peter Brown
 - *The Water Hole* by Graeme Base
 - *The Tree* by Dana Lyons
 - Various books about the regions and landforms available in school library
 - Subject specific leveled texts are available in school bookrooms and classroom libraries

Technology:

- [Top Children's Books on the Environment - Best Of](#)
- Maps
 - <http://egsc.usgs.gov/isb//pubs/teachers-packets/mapadventures/>
 - [Interactive Map: Landform Regions of the United States](#)
 - <http://nationalgeographic.org/activity/mapping-landforms/>
- Google Maps and Google Earth
- Regions
 - [Travel the World in the Comfort of Your Own Classroom!](#)
 - [Mr. Nussbaum USA Activities](#)
 - [United States Geography: Regions](#)
 - [Regions of the United States](#) (short video)
 - [Tour the States - Official Music Video](#) (short video)
- Teacher created smart notebook files

Third Grade Unit 4 U. S. Government

Desired Results

Established Goals:

- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Understandings:

Key events, people, and documents influenced the formation of our government through a series of key events.

The United States Government is organized to ensure checks and balances of power.

Essential Questions:

- How was our government formed?
- What are the roles of the three branches of government?
- How does the government work at each level (local, state, and national)?

Students will know/learn...

- How key historical events, documents (i.e., The Declaration of Independence, The Constitution) and individuals (i.e., George Washington, Benjamin Franklin, and Thomas Jefferson) led to the development of our nation.
- What senators and representatives are, what their roles are in government, and how they impact the citizens they represent.
- Identify current leaders at the local, state, and national level of government.
- How representatives are elected at each level of government.

- The defining characteristics of each branch of national government.
- Identify key historical documents.

Students will be able to...

- Analyze how immigrants who came to New Jersey and the United States for various reasons had a major impact on the state and nation. (cause and effect)
- Explain the three levels of government (local, state, and national) and compare/contrast them.
- Identify and describe the three branches of the national government and explain how they provide a system of checks and balances.
- Explain what government services are and how they impact the nation's citizens.
- Describe the impact of key historical documents on our current government.
- Create a timeline of events that led to the creation of the United States and the State of New Jersey.

Learning Plan

Learning Activities

- Hook students with an introductory lesson of changes over time. Sample lesson idea: Begin with pictures of things from the teacher's childhood or hometown that are different today (phones, typewriters, cassette tapes, roll down windows in cars, dirt roads, etc.).
- Discuss American history, explorers, and settlements. Practice reading a timeline.
- Amistad: African-American Contributions: Ask students who they think of when they think of the beginnings of our country? Point out that they are all white men. Read about important historical figures: George Washington, Thomas Jefferson, and Benjamin Franklin. Students critique their leadership skills and investigate their contributions to our history. Include discussion of the fact that all three men were slave owners and fighting for freedom simultaneously. Discuss how African-Americans contributed to the new country despite not having rights and freedoms. Use biographies and computers to gather more info. Possible activities: Practice writing a nonfiction paragraph about one of these figures, create a Facebook page for one of the figures, or role play.
- Discuss the Declaration of Independence and its impact on our country. Students imagine/describe life here if it hadn't been written.
- Pre-assess for knowledge about government, and if they do not already know, introduce the idea of local, state, and national government.
- Further develop knowledge and compare/contrast the three levels with research into. Who is the leader? Who makes the laws? Define vocabulary: Mayor, town council, governor, president, senators, representatives, etc.)
- For more concrete/visual understanding can make a three level ice cream cone. The largest scoop is national government, medium scoop is state, and smallest is local. On each, write who is in charge (example: mayor or town council) and then name the local mayor, who makes the laws, what kinds of courts.
- Discussion or debate: Does the president have the power to decide everything for our country? Should the president have the power to decide everything? Why or why not? Introduce idea of checks and balances and the three branches.
- Use Brainpop, websites, Harcourt pages. To check for understanding students can do a sorting activity. Sort different responsibilities/roles into the three different branches. Create a cutout of a tree for the three branches and glue on matching leaves.

Interdisciplinary Connections

Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. **Social Studies:** 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. Activity: Students will work in small groups to create a google slideshow of the three branches of government.

ELA: NJSLS.L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. **Social Studies 6.1.4.D.5:**

Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. Activity: Students will define important key terms in historical documents by finding definitions and sketching a picture to match. Then they will analyze the document's connection to present day government.

Math: 3NBT.A2. Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Social Studies: 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. Activity: Students will examine "mock" election votes and determine a winner by correctly adding votes for different government roles.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. Social Studies: 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. Activity: Students will review the three branches of government by making a government tree with three branches, each leaf on the branch defines a part/responsibility of the branch. Use debate activity to go over why checks and balances are needed (see above). Then students are split into groups and are given scenarios in which they act out how one branch can check the power of another. Use link: [Separation of Power: Who's Got the Power?](#)

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. Social Studies: 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. Activity: Students will choose one historical figure (such as a United States President) and complete a research project about this person's life, role in our government, and what his or her personal or professional goals may have been at the time. This can be presented in a variety of ways, including the creation of a Facebook page for one of the founding fathers or mothers.

Assessment Evidence

Formative:

- Teacher observations
- Student notebooks
- Classwork (Harcourt pages)
- Exit tickets

Summative:

- Teacher created quizzes and tests
- End of Unit Assessment
- Open ended response- What would happen if the power of one branch of government obtains more power than another?
- Timeline or poster
- Debate - Which branch of government is the most important? Split into groups of three with each person defending one branch of government.
- Facebook profile page - Create a Facebook page for one of the founding fathers or mothers.

Alternative:

- Students create a video describing the three branches of government
- Students create a poem or song about the job of each branch of government

Resources

Core Materials:

Harcourt Social Studies Our Communities Unit 3 Communities Over Time p.196-211, Unit 4, Chapter 8 p.264-307

Supplemental Materials:

- Homework and Practice Book p. 75-86
- Social Studies in Action p.70-90
- Books
 - *A is for Abigail* by Lynne Cheney
 - *America; A Primer* by Lynne Cheney
 - *Pearl* by Debby Atwell
 - *George Washington's Teeth* by Deborah Chandra
 - *John, George, Paul and Ben* by Lane Smith
 - *Big George* by Anne Rockwell
 - *Now and Ben* by Gene Barretta
 - *What's the Big Idea Ben Franklin?* by Jean Fritz
 - *Thomas Jefferson* by Cheryl Harness
 - *Thomas Jefferson: a Picture Book Biography* by James Cross Giblin
 - *Founding Mothers: Remembering the Ladies* by Cokie Roberts
 - *If I Were President* by Catherine Stier
 - ["Three Branches Of Government" - Free stories online. Create books for kids](#)
 - *What Are the Three Branches of the Government?: And Other Questions About the U.S. Constitution* by Ben Richmond
 - *How the U.S. Government Works* by Syl Sobel J.D
 - Subject specific leveled texts are available in school bookrooms and classroom libraries
 - [Amistad Curriculum](#)

Technology:

- Colonial Life
 - http://www.ducksters.com/history/colonial_america/
 - <https://www.landofthebrave.info/>
 - <http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>
- Government
 - Brainpop (three branches of government)
 - <https://kids.usa.gov/government/index.shtml>
 - http://www.ducksters.com/history/us_government.php
 - <https://bensguide.gpo.gov/>
 - <http://mrnussbaum.com/government/>
 - <https://kids.usa.gov/play-games/government/index.shtml> (games)
 - <http://interactivesites.weebly.com/us-government.html> (interactives and games)
- Teacher created smart notebook files

Third Grade Unit 5 Economics: Working and Earning Money in Communities

Desired Results

Established Goals:

- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products. Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, **and governments within the economic system.**
- 6.1.4.C.7 Explain how the availability of private and public goods and services is **influenced by the global market and government.**
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and **are affected by the global market and events in the world community.**
- 6.1.4.C.14 **Compare different regions of New Jersey** to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.C.15 Describe how the development of **different transportation systems impacted the economies** of New Jersey and the United States.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

Understandings:

Individual needs and how what people want affects their community.

Supply and demand affect the goods and services provided within an economic system.

Essential Questions:

What needs and wants do people have? How are they met?

Goods and services affected by the global market?

Students will know/learn...

- Identify consumers and producers and understand that they are dependent on one another.
- Understand what entrepreneurship and its importance in the economy.
- Explain why countries import and export goods.
- Define goods, services, consumer and producer.
- Identify how technology has changed the economy of communities worldwide and improved businesses.
- The difference between public and private goods and services.
- Understand that bartering is a direct exchange of goods and services.
- Explain what a free market and explain how competition in a free market economy affects pricing.
- Analyze how supply and demand affect pricing.
- Recognize that people have a variety of ways of earning income.
- Investigate the relationship between saving and spending, including trade-offs and opportunity costs.
- Identify that businesses around the world depend on one another.
- The difference between needs and wants.
- The global market.
- Transportation systems from the past and present.
- Identify regions of New Jersey and their key features of each.

Students will be able to...

- Describe the role of governments in the economic system of a country.
- Identify times in the past when scarcity and choice of goods have influenced purchasing decisions by individuals, communities, and nations.
- Explain the relationship between households, businesses, laborers, and governments in the economy.
- Identify an economic issue children face and propose a solution.

- List transportation systems and describe how they impacted the economies of New Jersey and the United States.
- Explain the impact geography, natural resources, climate, transportation, technology, and/or the labor force have on economic opportunities in the regions of New Jersey.
- Explain how the availability of goods and services can be influenced by the global market and government.
- Explain how production, distribution, and consumption of goods and services are affected by the global market and events in the world community.

Learning Plan

Learning Activities:

- Begin with a review of needs and wants. If you were going to a deserted island what would you bring with you? Discuss what we need to survive vs. what we want (relate to birthday/holiday wish lists).
- Relate needs and wants to communities. What we need has an effect on what stores and businesses are in a community. Introduce the idea of workers, consumers, producers, etc.
- Amistad: African-American Contributions What is an entrepreneur? Brainstorm some famous or local entrepreneurs that students may know. Read about Oprah Winfrey, Michael Jordan, refer back to Madame C.J. Walker.
- Students brainstorm if they were going to start a business, what kind would it be? Why?
- How business works: Refer back to natural resources and discuss how businesses use a variety of resources (human, capital, etc.) to create products and provide services. Review what goods and services are with a sorting activity.
- Review manufacturing and students think about the various steps and materials needed for the product chosen. Think of what resources and steps they would need for their own business.
- What is made in a specific area may depend on what resources are available? Practice applying by reading a Land Use and Products Map in Harcourt text). As a follow up challenge, as a class create a Land Use and Products Map for New Jersey.
- Introduce the idea of interdependency and global economies. Example: Fruit doesn't grow in NJ in the winter, so where does our fruit come from? Discuss the idea of trading and bartering. Have students share opinions if they think that trading between countries is a good idea, why or why not.
- What is importing and exporting? Use a map to see what we import and export. Why are some items imported and others exported? Think about cars, clothing, etc.
- What kind of technology would you want for your business? Discuss the history of technology and how it has changed communication over the years. Relate to personal experiences and show pictures of phones, typewriters, old cash registers, listening devices, etc.)
- Discuss the goals of businesses to make money and introduce the idea of making a profit and free-market economies. What about competition? Relate to kids by asking about their favorite pizza place and all of the different restaurants are competing for their business.
- Thinking about their own business that they are developing, how will they know how many goods or services to provide? Go over supply and demand and analyze the cause/effect relationship between the two.
- Read a mentor text about saving money to start a business or buy something and then discuss income, savings, earnings, deposits, budgets and investments.
- In groups, students are given a specific budget and catalogs and/or websites to order from in order to create a household in an empty cabin. Think about needs vs. wants.

Interdisciplinary Connections

Technology: 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. (8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.)
Social Studies: 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. Activity: Students will create a class list of technologies used in day to day routines (by themselves or by family members). With a partner, students decide if the technology was created based on a societal need or a want and identify what the need/want was that caused the technology to be created.

Math: 3MDB3. Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. Social Studies: 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. Activity: Students will read, interpret, and create bar graphs of consumer goods.

ELA: NJSLS.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Social Studies: 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities. Activity: Students will write a persuasive argument of which brand is better applying opportunity cost to the evaluation of information and utilizing reasons or examples from the Time for Kids Financial Literacy section as evidence.

21st Century Skills

Career Ready Practice: CRP3. Attend to personal health and financial well-being. Social Studies: 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Activity: Students will create a “pretend” budget based on money earned by doing chores within their home and classroom then explain the relationship between the money they earned and our economic system.

9.2 Career Awareness, Exploration, and Preparation 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Social Studies: 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children. Activity: Students will plan and implement a school-wide collection of pajamas and canned food items for children in need in our community. They will identify the academic skills needed to complete this project and how they will be helpful to them in the future.

Assessment Evidence

Formative:

- Teacher observations
- Written classwork
- Class participation
- Student notebooks

Summative:

- Teacher created quizzes
- End of unit assessment
- Setting up a cabin - small groups are given a set budget and order what they need/want to set up a working household.
- Community marketplace - in small groups students create their own businesses (including a business plan, booth, advertising, products, etc.). On Marketplace Day, split class and some become consumers while others show their businesses, then switch roles.
- Community Marketplace Activity
- Budget project

Benchmark: Debate with rubric about economic impact of building a new store. [Benchmark #3](#)

Alternative:

- Make an ABC book
- Create a concept map

Resources

Core Materials:

Harcourt Social Studies Our Communities Unit 6: Working in Communities, Chapters 11-12 p.388-442

Supplemental Materials:

- Homework and Practice Book p. 107-127
- Social Studies in Action p.116-135
- Harcourt Leveled Readers - "Making Money, Saving Money," "Designing Currency" and "Risky Business"
- Books
 - *A New Coat for Anna* by Harriet Ziefert
 - *The Big Buck Adventure* by Deborah Tobola
 - *Alexander Who Used to Be Rich Last Sunday* by Judith Viorst
 - *A Chair for My Mother* by Vera Williams
 - *Uncle Jed's Barbershop* by Margaree King Mitchell
 - *The Doorbell Rang* by Pat Hutchins
 - *Sam and the Lucky Money* by Karen Chinn
 - *Erandi's Braids* by Antonia Hernandez Madrigal
 - *Cloud Tea Monkeys* by Mal Peet and Elspeth Graham
 - *Those Shoes* by Maribeth Boelts
 - *Violet the Pilot* by Steve Breen
 - *Beatrice's Goat* by Page McBrier
 - *Ice Cream* by Elisha Cooper
 - *A Basket of Bangles: How a Business Begins* by Ginger Howard
 - *The History of Money* by Dana Meachen Rau
 - *Steve Jobs* by Ann Gaines
 - *Your Allowance* by Margaret Hall
 - *Follow the Money!* by Loreen Leedy
 - *A Farm Through Time* by Angela Wilkes
 - *The Kids Guide to Money and Cent\$* by Thomas Keltie
 - *Work, Trade and Farming* by Fiona Macdonald
- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- [Amistad Curriculum](#)

Technology:

- Brainpop - supply and demand, money
- Brainpop Jr. - needs and wants, saving and spending
- [Kids](#) (about coins)
- [Fun For Kids](#)
- [The Economy and Economics for Kids](#)
- [Schoolhouse Rock - 7.50 Once a Week](#) (budgeting)
- [Schoolhouse Rock - Barter](#)