

AAPS Blended Unit Planning Document #1

Grade Level/Content Area

3rd Grade Social Studies-Economy/ELA

Unit Title

Buying Local- PSA

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

We will be using our economics background from the history of Lumber to guide us in understanding how buying products locally affects our community's economy. We will be using pre-writing and note taking strategies to support the creation of video based public service announcements to persuade people in our community to buy products locally, in order to help our local economy.

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

C3 Framework

Determining Helpful Sources

D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Economic Decision Making

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

Exchange and Markets

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
D2.Eco.8.3-5. Identify examples of external benefits and costs.

Gathering and Evaluating Sources

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

Communicating Conclusions

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

CCSS LITERACY

Writing

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

CCSS.ELA-LITERACY.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Speaking & Listening

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these

questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

How does buying local benefit the economy of our community?

What is economy (local, state, national)?

How do my choices support or not support the local economy?

What is the effect on my community if I buy online?

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

How buying local supports their community.

Some products that are made within their local community.

The health benefits of local produce.

The transportant effect of shipping goods.

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

SWBAT:

1. Define what local means
2. Define what local economy is
3. Define key terms (consumer, customer, vendor, supplier)
4. Attempt to Persuade an audience of peers to buy local

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

The current Economy unit focuses heavily on lecture style instruction. To support the lecture students will color in maps of Michigan regions focusing on the lumber trade, play a game that includes key terms like consumer, customer, and vendor. Included in the unit is a writing piece that asks the students to write a persuasive essay about the benefits of using reclaimed wood as an economic and ecological resource.

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Whole group, small group, individual.

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

F2F	Online
<p>Use GoogleSlides to present Lecture materials Pre-writing materials will be created Face to Face https://drive.google.com/drive/u/0/folders/184y58YDE92NWoRf4aJX-19s1LmhrvTzj</p> <p>Whole group scaffolding for IPAD usage and application tutorials (Canva and Animoto) Classroom discussions Student created maps</p>	<p>Allow students to read articles using Google Classroom and interact with the material through a open response, note taking, and graphic organizers- (Examples: http://www.argusfarmstop.com/about-us/ http://www.argusfarmstop.com/our-mission/ http://www.argusfarmstop.com/our-farmers/ http://www.argusfarmstop.com/our-growing-practices/</p> <p>Graphic Organizer: https://docs.google.com/drawings/d/1wHrlzO7TYfTMuSa98Y7JIBX7uSDwRJMuaNOuifs8kc/edit</p> <p>Use Epic App to further support information gathering</p> <p>Find a collection of video PSAs to share with the class to show as examples and to illustrate the power of the medium https://docs.google.com/presentation/d/1hUYhj7YHFrVmUnBcwgfkRDg0hIIVuRd2RPuVTatFQP8/edit#slide=id.g34a0a38dee_0_5</p>

Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
Formative assessments- classroom discussion, maps	Open responses through Google Classroom Video/Infographic PSA using Animoto or Canva How to use Animoto- https://www.youtube.com/watch?v=2XseYPjogHw How to Use Canva- https://www.youtube.com/watch?v=WL-WbHwsbs8

Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
Ann Arbor Integrated Social Studies Curriculum- Unit 3 Economics	Animoto, Canva, Google Classroom, Google Slides, EPIC, Youtube videos

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

Create Googleslides that follow the core materials in the Ann Arbor Social Studies Curriculum Create an entry event allowing students to experience locally sourced goods Find Youtube examples of PSAs related to buying local and economy. Find Infographics related to buying local and economy.
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