

Topics &	<u>History</u>
Standards	Geography
	8. Communities may include diverse cultural groups.
<u>Quarter 1</u>	Government
Laws and	9. Members of local communities have social and political responsibilities.
Rules	 Individuals make the community a better place by solving problems in a way that promotes the common good.
Roles and Systems of Government	11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.
Civic	12. Governments have authority to make and enforce laws.
Participation	13. The structure of local governments may differ from one community to another.
and Skills	
	Economics
	15. Both positive and negative incentives affect people's choices and behaviors.
	16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an
	opportunity cost, the value of the next best alternative given up when an economic choice is made.

2013-2020				
Time Frame	Curriculum Units	Opportunities for	Resources	Technology and
	& Assessment	Integration	(Curriculum or	Differentiated
	(Evidence)		Textbook)	Learning
	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Government	Unit:		The United States	<u>hill.com</u>
Rules and	Formative/Summative	RI.3.4 Determine the meaning of general	Communities and Neighbors	
Laws	 Assessments 2-3 tasks that reach DOK 3-4 AND/OR 	academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Unit 4 (pgs. 148-159)	www.definedstem.com (GRASPS-Project based Learning)
2 Weeks	 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter *Assessments located within unit McGraw-Hill Assessment Resources Self-Check Quiz CCSS Reading Informational Text Words to Know 	<u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Defined Stem	www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
	Unit Wrap UpBig Idea Project			
Government	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
Roles and	Unit:		The United States	<u>hill.com</u>
Systems of Government	Formative/Summative Assessments • 3-4 tasks that reach	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Communities and Neighbors Unit 4 (pgs. 154-165)	www.definedstem.com (GRASPS-Project based Learning)
3 Weeks	DOK 3-4 AND/OR • 2-3 FATPS/RAFTS	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a	Defined Stem	www.infohio.org (games, videos, timelines, research sites, biographies, books)

		2013-2020		
	 At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>McGraw-Hill Assessment</u><th>text, using language that pertains to time, sequence, and cause/effect. <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre</th><th></th><th>Www.kids.gov (videos, games and activities) http://teachinghistory.org/ (lesson plans, primary resources, videos, activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</th>	text, using language that pertains to time, sequence, and cause/effect. <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre		Www.kids.gov (videos, games and activities) http://teachinghistory.org/ (lesson plans, primary resources, videos, activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Government Civic Participation and Skills 3 weeks	UBD Framework Unit: Formative/Summative Assessments • 3-4 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>Resources</u> • Self-Check Quiz • CCSS Reading Informational Text	Language Arts/Writing RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill The United States Communities and Neighbors Unit 4 (pgs. 166-169) Defined Stem	www.connected.mcgraw- hill.com www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."

 Words to Know Unit Wrap Up Big Idea Project 		

Topics &	<u>History</u>
Standards	1. Events in local history can be shown on timelines organized by years, decades and centuries.
Stattaaras	2. Primary sources, such as artifacts, maps and photographs, can be used to show change over time.
	2. Frinaly sources, such as artifacts, maps and photographs, can be used to show change over time.
<u>Quarter 2</u>	<u>Geography</u>
	4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map
Maps	by using the title, key, alphanumeric grid and cardinal directions.
-	5. Daily life is influenced by the agriculture, industry and natural resources in different communities.
Daily Life in	
Communities	8. Communities may include diverse cultural groups.
and Regions	
unu negions	Government
Duitan arms	10. Individuals make the community a better place by solving problems in a way that promotes the
Primary	common good.
Sources	
	11. Laws are rules which apply to all people in a community and describe ways people are expected to
Timelines	behave. Laws promote order and security, provide public services and protect the rights of individuals in
	the local community.
	13. The structure of local governments may differ from one community to another.
	<u>Economics</u>
	16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an
	opportunity cost, the value of the next best alternative given up when an economic choice is made.

Time Frame	Curriculum Units & Assessment (Evidence)	Opportunities for Integration	Resources (Curriculum or Textbook)	Technology and Differentiated Learning
Physical and Political Maps 2 -3 Weeks	UBD Framework Unit: Formative/Summative Assessments • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>Resources</u> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project	Language Arts/Writing RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	McGraw Hill Ohio-The United States Communities and Neighbors (Unit 1 Lesson 1) Defined Stem	www.connected.mcgraw-hill.com www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Daily Life in Communities	UBD Framework Unit:	Language Arts/Writing <u>RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text	McGraw Hill	www.connected.mcgraw-hill.com

2 Weeks	Formative/Summative Assessments • 2-3 tasks that reach DOK 3-4 AND/OR	 (e.g., where, when, why, and how key events occur). <u>RI.3.9</u> Compare and contrast the most important points and key details presented in 	Ohio-The United States Communities and Neighbors (Unit 1 Lesson 2-5)	(GRASPS-Project based Learning) <u>www.infohio.org</u> (games, videos, timelines, research sites, biographies, books)
	 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter *Assessments located within unit McGraw-Hill Assessment Resources Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 	two texts on the same topic. <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Defined Stem	www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Primary	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com
Sources	Unit:	RI.3.4 Determine the meaning of general	Ohio-The United	
2 Weeks	Formative/Summative Assessments • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per	academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme	States Communities and Neighbors (Unit 1 Lesson 2-5) Defined Stem	www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books)
	quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit	Reading Wonders Skills Book Shelf Readers Theatre	Denned Stern	www.kids.gov (videos, games and activities) <u>http://www.loc.gov/teachers/using</u> <u>primarysources/guides.html</u> (Primary resources all subjects)

	McGraw-Hill Assessment Resources Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project			Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Timelines	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com
2 Weeks	Unit: Formative/Summative Assessments • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>Resources</u> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). McGraw-Hill Text Literacy Resources Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Ohio-The United States Communities and Neighbors Leveled Reader: Martin Luther King. Jr: A Man With a Dream Defined Stem	http://timeline.thinkport.org (timelines, activities) www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."

Topics &	History
Standards	3. Local communities change over time.

<u>Quarter 3</u> Local Communities Daily Life	 <u>Geography</u> 5. Daily life is influenced by the agriculture, industry and natural resources in different communities. 6. Evidence of human modification of the environment can be observed in the local community. 7. Systems of transportation and communication move people, products and ideas from place to place. 8. Communities may include diverse cultural groups.
Agriculture Industry Natural Resources Human Modification Systems of Transportation	 <u>Government</u> 10. Individuals make the community a better place by solving problems in a way that promotes the common good. 11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community. 12. The structure of local governments may differ from one community to another.
	 Line graphs are used to show changes in data over time. Both positive and negative incentives affect people's choices and behaviors. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. A market is where buyers and sellers exchange goods and services.

Time Frame	Curriculum Units	Opportunities for Integration	Resources	Technology and	
	& Assessment		(Curriculum	Differentiated	
	(Evidence)		or Textbook)	Learning	
Local	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-	
Communities	Unit:		The United States	<u>hill.com</u>	
		RI.3.8 Describe the logical connection between particular	Communities and		
2 Weeks	Formative/Summative	sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Neighbors	www.definedstem.com	
	Assessments		(Unit 2)	(GRASPS-Project based Learning)	
	 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common 	<u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf	Defined Stem	www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov	
	At least 1 Common Short Cycle per	Readers Theatre		(videos, games and activities)	
Daily Life	quarter *Assessments located within unit <u>McGraw-Hill</u> <u>Assessment Resources</u> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project		McCrowtlill	Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."	
Daily Life	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-	
Influences	Unit:	<u>RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.	The United States Communities and	hill.com	
2 Weeks	Formative/Summative	McGraw-Hill Text Literacy Resources	Neighbors	http://timeline.thinkport.	
	Assessments	Link to Literacy	(Unit 2)	org (timelines, activities)	
	• 2-3 tasks that reach	Reading Wonders Theme		www.definedstem.com	
	DOK 3-4 AND/OR	Reading Wonders Skills		(GRASPS-Project based Learning)	

		2013-2020		
	 1-2 FATPS/RAFTS At least 1 GRASP per quarter 	Book Shelf Readers Theatre	Defined Stem	www.infohio.org (games, videos, timelines, research
	 At least 1 Common Short Cycle per quarter 			sites, biographies, books)
	*Assessments located within unit <u>McGraw-Hill</u> <u>Assessment Resources</u> • Self-Check Quiz			(videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
	 CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 			
Human	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgra
Modification of	Unit:		The United States	<u>w-hill.com</u>
Environment		RI.2 Determine the main idea of a text; recount the key	Communities and	
	Formative/Summative	details and explain how they support the main idea.	Neighbors	http://teachinghistory.org
2 Weeks	 Assessments 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter 	<u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf	(Unit 2) Defined Stem	/ (lesson plans, primary resources, videos, activities) <u>www.definedstem.com</u> (GRASPS-Project based Learning) <u>www.infohio.org</u>
	 At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill</u> <u>Assessment Resources</u> Self-Check Quiz 	Readers Theatre		(games, videos, timelines, research sites, biographies, books) <u>www.kids.gov</u> (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in

	 CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 			online resources under "Show as You Go."
Systems of	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgra
Transportation	Unit:	RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	The United States Communities and	<u>w-hill.com</u>
2 Weeks	Formative/Summative	McGraw-Hill Text Literacy Resources	Neighbors	http://teachinghistory.org
	Assessments 2-3 tasks that reach DOK 3-4 AND/OR 	Link to Literacy Reading Wonders Theme	(unit 2)	<pre>/ (lesson plans, primary resources, videos, activities)</pre>
	 1-2 FATPS/RAFTS At least 1 GRASP per quarter 	Reading Wonders Skills Book Shelf Readers Theatre	Defined Stem	www.definedstem.com (GRASPS-Project based Learning)
	At least 1 Common Short Cycle per quarter			www.infohio.org (games, videos, timelines, research sites, biographies, books)
	*Assessments located within unit			www.kids.gov (videos, games and activities)
	McGraw-Hill Assessment Resources • Self-Check Quiz			Differentiated Instruction and ELL support listed in TM
	CCSS Reading Informational Text			for each lesson as well as in online resources under "Show as You Go."
	 Words to Know Unit Wrap Up Big Idea Project 			

Topics &	History
Standards	1. Events in local history can be shown on timelines organized by years, decades and centuries.
	2. Primary sources, such as artifacts, maps and photographs, can be used to show change over time.
Quarter 4	3. Local communities change over time.

Economics Financial Literacy	 <u>Geography</u> 4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.
	 <u>Government</u> 10. Individuals make the community a better place by solving problems in a way that promotes the common good.
	Economics
	 Line graphs are used to show changes in data over time. Both positive and negative incentives affect people's choices and behaviors. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. A market is where buyers and sellers exchange goods and services.

Time Frame	Curriculum Units & Assessment (Evidence)	Opportunities for Integration	Resources (Curriculum or Textbook)	Technology and Differentiated Learning
Economics	UBD Framework Unit:	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-hill.com

Line graphs	Formative/Summative	Common Core State Standards	The United	www.definedstem.com (GRASPS-Project based Learning)
	Assessments	RI.3.4 Determine the meaning of general	States	(GRASPS-Project based Learning)
Positive and	• 2-3 tasks that reach	academic and domain-specific words and phrases	Communities and	www.infohio.org
Negative	DOK 3-4 AND/OR	in a text relevant to a grade 3 topic or subject	Neighbors	(games, videos, timelines, research sites,
Incentives	• 1-2 FATPS/RAFTS	area.	(Unit 3 Lesson 1-	biographies, books)
	At least 1 GRASP per	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate	2)	www.kids.gov
2 Weeks	quarterAt least 1 Common	information relevant to a given topic efficiently.		(videos, games and activities)
	Short Cycle per			
	quarter		Defined Stem	http://www.loc.gov/teachers/using
	*Assessments located within	McGraw-Hill Text Literacy Resources		primarysources/guides.html
	unit	Link to Literacy		(Primary resources all subjects)
	McGraw-Hill Assessment	Reading Wonders Theme		Differentiate directory and 511
	<u>Resources</u>	Reading Wonders Skills		Differentiated Instruction and ELL support listed in TM for each lesson as
	Self-Check Quiz	Book Shelf		well as in online resources under
	CCSS Reading	Readers Theatre		"Show as You Go."
	 Informational Text Words to Know 			
	Unit Wrap Up			
	Big Idea Project			
<i>Economics</i>	UBD Framework	Language Arts/Writing	McGraw Hill	www.connected.mcgraw-
	Unit:	RI.3.4 Determine the meaning of general	The United	hill.com
Scarcity of	Formative/Summative	academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject	States	
Resources	Assessments	area.	Communities and	http://bizkids.com/clip/supply-
	• 2-3 tasks that reach	RI.3.5 Use text features and search tools (e.g.,	Neighbors	and-demand
	DOK 3-4 AND/OR	key words, sidebars, hyperlinks) to locate	(Unit 3 Lesson 3)	(lesson plans, games, videos, economics
	1-2 FATPS/RAFTS	information relevant to a given topic efficiently.	(activities)
2 Weeks	At least 1 GRASP per			
	quarter	McCraw Hill Toxt Literacy Becourses		www.definedstem.com (GRASPS-Project based Learning)
	 At least 1 Common Short Cycle per 	McGraw-Hill Text Literacy Resources	Defined Stem	
	quarter	Link to Literacy		www.infohio.org
	*Assessments located within	Reading Wonders Theme		(games, videos, timelines, research sites, biographies, books)
	unit	Reading Wonders Skills		Siographics, books)
		Book Shelf		

	McGraw-Hill Assessment Resources Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project	Readers Theatre		www.kids.gov (videos, games and activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."
Economic Decisions	UBD Framework Unit:	Language Arts/Writing RI.3.3 Describe the relationship between a series	McGraw Hill The United	www.connected.mcgraw-hill.com
Consumers and Producers 2 Weeks	Formative/Summative Assessments 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>Resources</u> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project	of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>McGraw-Hill Text Literacy Resources</u> Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	States Communities and Neighbors (Unit 3 Lesson 3- 4) Defined Stem "Oklahoma Farm Bureau Leader"	www.definedstem.com (GRASPS-Project based Learning) www.infohio.org (games, videos, timelines, research sites, biographies, books) www.kids.gov (videos, games and activities) http://www.loc.gov/teachers/using primarysources/guides.html (Primary resources all subjects) http://bizkids.com/clip/supply- and-demand (lesson plans, games, videos, economics activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under
				"Show as You Go."
Economics	UBD Framework Unit:	Language Arts/Writing <u>RI.3.8</u> Describe the logical connection between particular sentences and paragraphs in a text	McGraw Hill	www.connected.mcgraw-hill.com

Goods and Services	Formative/Summative Assessments • 2-3 tasks that reach	(e.g., comparison, cause/effect, first/second/third in a sequence). McGraw-Hill Text Literacy Resources	The United States Communities and	(GRASPS-Project based Learning) <u>www.infohio.org</u> (games, videos, timelines, research sites,
2 Weeks	DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter *Assessments located within unit <u>McGraw-Hill Assessment</u> <u>Resources</u> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project	Link to Literacy Reading Wonders Theme Reading Wonders Skills Book Shelf Readers Theatre	Neighbors (Unit 3 Lesson Defined Stem	biographies, books) www.kids.gov (videos, games and activities) <u>http://bizkids.com/clip/supply-and-demand</u> (lesson plans, games, videos, economics activities) Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."