

Unit 5: Economic Resources and Choices

Grade 3 Standard 5: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

1. Describe the ways in which local producers have used and are using natural resources, human resources and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve tradeoffs and the evaluation of benefits and costs.
4. Discuss the relationship of students’ “work” in school and their personal human capital.

Focus Questions:

Lesson 1	How are natural resources, human resources and capital resources used to produce goods and services?
Lesson 2	What affect does water have on the economy of San Diego?
Lesson 3	What farm products are produced in San Diego?
Lesson 4	What are the largest industries in San Diego’s economy?
Lesson 5	Where do our goods come from, and how do they get to San Diego? What goods are made locally, elsewhere in the United States, and abroad?
Lesson 6	What individual economic choices and trade-offs do people make? What are the benefits and costs of the trade-offs?

Assessment: Prompts and Rubrics

Standard	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
3.5	Lessons 3 and 4	Economic Resources of San Diego – Circle Book	pages 22, 30-33	page 25, Handout #3.3
3.3 through 3.5	Extended Activities	Creating a San Diego Almanac	pages 55-57	page 55

Additional assessment for this unit includes:

Lesson 1: Natural, Human, and Capital Resources

- Work together in a group to answer questions about the changes in natural, human and capital resources and in the production of goods and services in *Communityville...Long Ago*, *Communityville...Growing*, and *Communityville...Today* (Activity #1 - #3).
- Draw and color or cut and paste pictures of “goods” on the left side of a sheet of construction paper. On the right side, identify a “service” by showing someone performing that service. Explain why each

picture is placed under the “goods” or the “services” categories. Select a good or service you would purchase and orally, or in writing, explain your choice (Activity # 5).

- Complete a Yellow Pages Scavenger Hunt (Activity #6).
- Complete *Homework and Practice Book* page 98 (Activity #7).

Lesson 2: Water in San Diego

- Construct a lock book and write information learned about the three sources of San Diego’s water.

Lesson 3: Agriculture in San Diego

- Write at least one contrasting sentence to explain how San Diego’s agriculture is different from the rest of California and the country (Activity #1)
- With classmates, brainstorm a list of the top farm products (commodities) grown or raised in San Diego County and compare their list with **San Diego’s Ranking Among Counties in the United States** (Activity # 2).
- On a map of San Diego County, work with group members to locate some of the agriculture areas (Activity #2).
- Keep a **Daily Weather Log** (Handout # 3.2) of the temperature, relative humidity, precipitation, and air quality index to explain some of the factors that affect weather in San Diego (Activity #3).
- Using the signal words introduced in Activity # 1, write a contrasting sentence to tell about agriculture in San Diego “Then” and “Now” (Activity #4).

Lesson #4: San Diego’s Economy

- To invest in your human capital, develop “My School Plan” using (Activity #6).

Lesson #5: Trading with the World

- Use a map of San Diego to locate major transportation systems (Activity #1).
- Student pairs identify the manufacturer’s location of one article of clothing worn to school and locate the manufacturing locations on a world map (Activity #2).
- Conduct a Survey of Household Goods to identify where they are made and report the names of the brands by category (electronics, transportation, household appliances, clothing) and the names of the countries for each category (Activity #3).
- Make a list of at least 5 countries in the world that you think might export goods to the United States and compare your hypotheses with the data on the chart *U.S. Imports from other Countries Rankings of the Top 14 Importers to the United States, 2006* (Activity #4).
- Make of list of five cities in the United States that you think might have large ports that import or export goods to and from other countries of the world and compare your hypotheses with the date on the chart *Busiest U. S. Ports, 2005 Rankings of the Top 14 Busiest U.S. Ports* (Activity #5).