

Economics, Innovation, and Technology

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **5-6 Weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics, Government and Human Rights	1	5-6 weeks
History Culture and Perspectives	1-2	5-6 weeks
Geography, People and the Environment	2-3	5-6 weeks
Economics, Innovation and Technology	3	5-6 weeks

Unit Overview

During this unit, students will differentiate between goods and services their family needs and those they want. They will create a decision making process for choosing goods and services, and determine the importance of saving for the future. Students will discover the natural resources that come from New Jersey and investigate how those resources travel from farm to table. On a global scale, students will begin to discover how resources are shared around the world.

Enduring Understandings

- You weigh the opportunity cost of the items; you make a list of reasons you need/want each one and decide from there.
- People work to provide themselves and their families with things they need. We save money to make sure we

can provide the things we need.

- People use the same resources when they are shipped from place to place. We need to conserve resources so there are still enough to share.
- Answers will vary among New Jersey's top crops and industries (blueberries, oak and pine trees, peaches, corn, tomatoes, eggplant, cranberries, horses)
- Transportation systems carry goods to us (boats, planes, trucks, trains, etc.) after they are made in different places. Science and technology have helped us create new ways of working and traveling.

Essential Questions

- How do you make decisions about things you need and want?
- Why do people work and save money?
- How do people across the world use the same resources?
- What special resources come from New Jersey?
- How do goods get to us?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.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.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.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.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.CS2	Economics is a driving force for the occurrence of various events and phenomena in societies.
SOC.6.1.4.C.CS3	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
SOC.6.1.4.C.CS4	Availability of resources affects economic outcomes.
SOC.6.1.4.C.CS5	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
SOC.6.1.4.C.CS6	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
SOC.6.1.4.C.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

Amistad Integration

Use the following texts to integrate the history, experience, and contributions of African-Americans and the descendants of the African Diaspora.

Carnes, Jeanette; *Just Us Women*; 1984

Smith, Will; *Just the Two of Us*; 2001

Krull, Kathleen; *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*; 2000

King, Martin Luther; *I Have a Dream*; 2007

Lyons, Kelly Starling; *A Girl Named Misty: The true story of Misty Copeland*; 2018

Adler, David; *A Picture Book of Jackie Robinson*; 1997

Thomas, Joyce Carol; *Brown Honey in Broomwheat Tea*; 1995

For additional resources, visit <https://nj.gov/education/amistad/about.htm>

Holocaust/Genocide Education

Use the following texts to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Choi, Yangsook; The Name Jar; 2003

Woodson, Jacqueline; The Day You Begin; 2018

de la Pena, Matt; The Last Stop on Market Street; 2015

Al-Abdullah, Raina and Kelly diPucchio; The Sandwich Swap; 2010

For additional resources, visit-

https://nj.gov/education/holocaust/about_us/mandate.html or <https://www.ushmm.org/collections/bibliography/childrens-books> .

Interdisciplinary Connections

- Money Lessons in EveryDay Math
- Opinion Writing Unit from Lucy Calkins
- School garden activities
- Science: Organisms unit

MA.1.OA.A

Represent and solve problems involving addition and subtraction.

LA.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Technology Standards

TECH.8.1.2.A.1

Identify the basic features of a digital device and explain its purpose.

TECH.8.1.2.A.CS1

Understand and use technology systems.

TECH.8.1.2.A.CS2

Select and use applications effectively and productively.

TECH.8.1.2.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.2.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.2.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.2.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

21st Century Themes/Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Financial Literacy Integration

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.A.3	Explain how income affects spending and take-home pay.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
PFL.9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.D.2	Explain what it means to "invest."
PFL.9.1.4.D.3	Distinguish between saving and investing.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

Differentiated Instruction

Possibilities are included but are not limited to.

- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Write an opinion piece, stating why people should save money for a particular reason
- Create a brochure highlighting the natural resources from New Jersey
- Create a map to show a natural resource from farm to table (or from the school garden to the lunch table)
- Identify two things they would like for their birthday and list reasons to get each one. Finally, decide which one would be better.
- Create a T-graph of needs and wants
- Send postcards to family and ask them about resources that come from their area. Map them in the classroom when responses return.

Summative Assessment

- To be completed any time after teaching History, Culture, and Perspectives Unit
- See the Assessment tab on the teacher drive for more resources, including planning sheets and review sheets

Benchmark Assessments

N/A

Alternate Assessments

Students will be able to:

- Plan a trip to a region in the United States, using different types of maps to plan along the way (geographic, weather, transportation, etc.)
- Use Special Education / ELL / 504 accommodations as needed

Resources & Technology

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Smartboard / projector
- United States map / Weather map of the United States
- Globe

Various videos about maps and landforms:

www.brainpopjr.com

New World Encyclopedia Online: New Jersey

http://www.newworldencyclopedia.org/entry/New_Jersey#Natural_resources

New Jersey Landform Map:

<http://www.state.nj.us/dep/njgs/geodata/dgs02-7.htm>

USGS: Map Adventures: Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the differences between seeing objects on the ground and seeing them from above. Learn more about map symbols.

<http://erg.usgs.gov/isb/pubs/teachers-packets/mapadventures>

Landform Lesson ideas:

<http://adayinfirstgrade.com/2014/04/teaching-landforms-can-be-fun.html>

Landform Art project:

<http://thefirstgradefairytales.blogspot.com/2013/05/landforms-freebie-save-for-next-year.html>

BOE Approved Texts

TCI curriculum materials: <http://www.teachtci.com/>

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

<http://www.teachtci.com/standards-correlations.html>

Closure

Possibilities include, but are not limited to:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Possibilities include, but are not limited to:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

Possibilities include but are not limited to:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.

- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Interventions

504

Possibilities include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Possibilities include but are not limited to:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking