

Economics, Innovation, and Technology

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics, Government, and Human Rights	1	8
History, Culture, and Perspective	1/2	8
Geography, People, and the Environment	2/3	12-14
Economics, Innovation, and Technology	3	8

Unit Overview

In this unit, students will learn how needs and wants as well as supply and demand influence producers and consumers. They will explore the interrelationship between availability of the goods and services in the public and private market of the national community. Students will understand how an increase in technology and communication has influenced United States society.

Enduring Understandings

- Supply and demand varies from region to region.
- The availability of goods and services is directly related to producers and consumers.
- The growth of technology and development of communications systems has influenced the nation's market.

Essential Questions

- How does the growth of technology and communications systems affect the nation's economy?
- How does the access to and use of resources affect different regions in the United States?

New Jersey Student Learning Standards (No CCS)

Standard Number: 6.1 U.S. History: America in the World

Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Amistad Integration

- [4th Grade Diversity Lesson #3](#)

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: 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.

Interdisciplinary Connections

LA.RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

MA.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Technology Standards

TECH.8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

TECH.8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.1.5.C.CS3 Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.5.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.2.5.B. 6 Compare and discuss how technologies have influenced history in the past century.

21st Century Themes/Careers

CAEP.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.

CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Financial Literacy Integration

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.C.1 Explain why people borrow money and the relationship between credit and debt.

PFL.9.1.4.C.4 Determine the relationships among income, expenses, and interest.

PFL.9.1.4.D.2 Explain what it means to “invest.”

PFL.9.1.4.E.1 Determine factors that influence consumer decisions related to money.

Instructional Strategies & Learning Activities

- Establish prior knowledge
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective
- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction
- Apply [opportunity cost](#) to evaluate individuals’ decisions, including ones made in their communities.
- Distinguish between needs and wants and explain how [scarcity](#) and choice influence decisions made by individuals, communities, and nations.
- Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 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.
- Explain how the development of communications systems has led to increased collaboration and the

spread of ideas throughout the United States and the world.

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Differentiated Instruction

Examples may include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Student Interest & Inventory Data

Formative Assessments

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

- *Further Reading* sections in TCI textbook
- Pairs select 2 goods or services and write an essay to defend why their good or service is more important/sustainable than others

Summative Assessment

Students' performance on the common assessment will be a significant factor in the determination of report card grades at the conclusion of the 3rd unit.

Benchmark Assessments

Alternate Assessments

Resources & Technology

Equipment/Materials needed:

~TCI subscription

~TCI textbook/interactive student notebook

~Smartboard/projector

Teacher Resources:

TCI Scope and Sequence:

Lessons 16.1-16.6

Reading Further: Doing Real Work in the Real World (optional)

Lesson - Industrialization and the Modern United States

Teacher Subscription: Presentation - Preview

Teacher Subscription: Presentation - Activity

Student Subscription: Section 1 -- Introduction

Student Subscription: Section 7 -- The Civil Rights Movement

[Lesson - How Does Our Economy Work?](#)

Student Subscription - Enrichment Reading -- Yogi's Yogurt

Brainpop video-Supply and Demand

Discovery Education video: Understanding Economics (23 min.)

Discovery Education video: Economics: The production, Distribution, and Consumption of Goods (16 min.)

Discovery Education video: Economics in Our Age: Good And Services (11 min.)

Discovery Education video: Economics in Our Age: Supply and Demand (10 min.)

BOE Approved Texts

TCI Social Studies Alive! Regions of Our Country

Closure

Such as:

- 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.

- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- 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

Such as:

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

Special Education

List is not inclusive but may include examples such as:

- 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.

504

Examples of accommodations in 504 plans 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

Examples may include:

- 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

