

Unit 4- The Nation's Economy

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade Four

The Nation's Economy

Belleville Board of Education

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Unit Overview

Chapter four provides detailed information about the nation's economy. The content within the chapter focuses on trade, markets, people and the economy, and a global economy. Students explore these topics using primary sources and critical thinking skills.

(Reference myWorld Interactive, Chapter 4)

Enduring Understanding

- An economy uses resources, people, and machines to produce goods and services.
- Economies are made up of producers and consumers.
- The price for goods and services depends on supply and demand.
- Businesses work to earn income and profit.
- Nations trade with each other and specialize in producing different goods and services.

Essential Questions

Lesson 1: What is the Economy?

- How are needs different from wants?
- What are the basics of our economic system?
- What basic questions must all economic systems answer?
- How are free enterprise systems and other economic systems different?
- What is the government's role and services to the U.S. economy?
- What laws and rules protect the U.S. economy?

Lesson 2: Trade and Markets

- What is the difference between bartering and the use of money?
- How does inflation affect prices?
- How do businesses provide goods and services to the public to make a profit?
- Why do entrepreneurs take risks to start new businesses?
- What are the forces of supply and demand in a market economy?

Lesson 3: People and the Economy

- How do individuals and families make economic decisions daily?
- What impact does scarcity have on consumers?
- How do opportunity costs share economic choices?
- What economic incentives are in our economy?
- What is the role of banks and savings in the lives of individuals, families, communities, and businesses?
- What is the connection between work, income, skills, and families' lives?

Lesson 4: A Global Economy

- How has technology led to an increase in global trade?
- How has globalization led to interdependence between countries?
- What is the difference between imports and exports?
- How does the division of labor lead to higher quality and an increase in productivity?
- What are the effects of globalization in today's world?

Exit Skills

- Apply and accurately use domain-specific words in context.
- Determine why entrepreneurs are willing to take risks.
- Distinguish needs from wants.
- Describe a free enterprise system.
- Explain the barter system process.
- Describe the benefit of using a bank to save money.
- Analyze costs and benefits.

New Jersey Student Learning Standards (NJSLS-S)

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.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
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.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

Interdisciplinary Connections

LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Learning Objectives

Lesson 1: What is the Economy?

- Distinguish needs from wants.
- Determine the importance of our economic system
- Differentiate between free enterprise and other economic systems.
- Evaluate the government's role and services to the U.S economy.
- Analyze the laws and rules which protect the U.S. economy.

Lesson2: Trade and Markets

- Differentiate between bartering and the use of money.
- Determine how inflation affects prices.
- Analyze how businesses provide goods and services to the public to make a profit.
- Evaluate why entrepreneurs take risks to start new businesses.

- Identify the forces of supply and demand in a market economy.

Lesson 3: People and the Economy

- Determine how individuals and families make economic decisions daily.
- Analyze the impact scarcity has on consumers.
- Identify how opportunity costs share economic choices.
- Evaluate the economic incentives in our economy.
- Determine the role of banks and savings in the lives of individuals, families, communities, and businesses.
- Generate connections between work, income, skills, and families' lives.

Lesson 4: A Global Economy

- Identify how technology has led to an increase in global trade.
- Determine how globalization led to interdependence between countries.
- Differentiate between imports and exports.
- Analyze how the division of labor leads to higher quality and an increase in productivity.
- Identify the effects of globalization in today's world.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Chapter 4: The Nation's Economy

- Rap About It
- Quest Project-Based Learning

Lesson 1: What Is the Economy

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 2: Trade and Markets

- Jumpstart Activity

- Interactivity

Lesson 3: People and the Economy

- Jumpstart Activity
- Interactivity
- Primary Source

Lesson 4: A Global Economy

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU):

- Fist-to-Five
- Exit Tickets
- Evaluation Rubrics
- Self-assessments
- Quizzes
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluating
- Describe
- Define
- Compare and Contrast
- Question Stems
- Study Guide
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

myWorld Interactive

Ancillary Resources

Social Studies Weekly, Scholastic News, Time for Kids, YouTube/TeacherTube, National Geographic Kids, History Channel, National Archives, Smithsonian Education

Technology Infusion

SMARTboard, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, myWorld Interactive Digital Component, laptops, Google Maps, WebQuests, Kahoot, Quia

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes:

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills

- Media Literacy

21st Century Skills

21st Century Skills:

- Global Awareness
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Use vocabulary cards, vocabulary activities, vocabulary review, and vocabulary glossary.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments
- Pairing oral instructions with visuals
- Teacher reads assessments aloud
- Small group instruction
- Small group assignments
- Repeat directions
- Use manipulative
- Study guides

Intervention Strategies

Intervention Strategies:

- Decreasing the amount of work required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Providing study guides

- Allowing students to correct errors
- Allowing products to demonstrate student's understanding
- Modifying tests
- Allowing the use of note cards or open-book during test
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning Adaptations:

- Additional time for skill mastery
- Preview of vocabulary
- Have student repeat directions to check for understanding
- Modified test length
- Check work frequently for understanding
- Shortened assignments
- Extended time on assessments
- Modified assessments
- Use open book, study guides

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning Adaptations:

- Using videos, illustrations, pictures and drawing to explain or clarify
 - Providing study guides
 - Allowing students to correct errors
 - Allowing products to demonstrate student's learning
 - Modifying assessments
 - Allowing the use of note cards or open-book during testing
-
- teaching key aspects of a topic. Eliminate nonessential information
 - using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

