GR 3 Unit 3 Economics

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations of History

Essential Question: How are choices people make affected by available resources?

- oExplain how goods and services are bought and sold at market.
- oAnalyze how scarcity forces people to make decisions and that decisions have benefits and costs.
- oDescribe the free market economy of the United States.
- oIdentify the interests of buyers and sellers in a market with respect to price.
- oExplain the effects of supply and demand on prices.
- oPredict what will happen to prices when supply or demand changes.
- oAnalyze reasons for high and low prices of goods and services in the local community.
- oDescribe why and how people save money.
- oAnalyze various financial situations and debate the best course of action to take.
- oDecide how to allocate money to various budget categories.
- oAnalyze a simulated pattern of global trade.
- oIdentify different perspectives about global trade.
- oIdentify products sold in the local community that are involved in global trade.
- o Annotate world maps with examples of trade.

Standards

6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
	The exchange of goods and services can have negative and positive effects.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

Materials/Activities/Resources

Core materials: Social Studies Alive! Our Community and Beyond: https://www.review.teachtci.com/our-community-

and-beyond-scope-and-sequence/full-view.html?p=1

Social Studies Alive! Our Community and Beyond Primary Source Library: https://subscriptions.teachtci.com/shared/programs/424/reference_materials?selected_unit_id=382&tag=Primary+Source+Library

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

https://newsela.com/read/lib-trade-roman-empire/id/53821/ early trade article

Flocabulary: www.Flocabulary.com

Amistad curriculum units are offered here: http://www.njamistadcurriculum.net/history/units

NJ Mandated Curriculum Crosswalk Teacher Resource

Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Lesson Tests
- Unit Tests
- RSTs
- Essays

Accommodations & Modifications

Special Education

● In class/pull out support with special ed teacher
● Additional time during intervention time
● Preferred seating
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Leveled texts in NewsELA

● Mixed Ability Grouping

504

● In class/pull out support with special ed teacher
● Additional time during intervention time
● Preferred seating
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Scribe
● Mixed Ability Grouping

ELL

● Translation device/dictionary
● In class/pull out support with ESL teacher
● Leveled texts in NewsELA
● Preferred seating
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support

At-Risk of Failure

● Additional time during intervention time

● Graphic organizers
● Vocabulary support

Gifted & Talented

● Independent projects
● Leveled texts in NewsELA

Interdisciplinary Connections

ELA Connections:

- Present clearly in complete sentences. (speaking)
- Conduct short research projects that build knowledge about a subject. (writing)
- Construct an explanation with a claim and evidence. (writing)
- Distinguish between different perspectives. (reading, writing)
- Conduct research and present results. (writing, speaking)
- Construct and present arguments with evidence. (writing, speaking)
- Critique arguments and vote after considering different points of view. (listening)
- Gather and combine information from text and research. (reading)
- Support an argument with evidence in a well-written paragraph. (writing)

AAPI-

"How Trade Is Changing Bengaluru" article

NJ Mandated Curriculum: Galloway Teacher Resource Crosswalk

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.