

# Unit 3: Economics, Innovation, and Technology (Weeks 19-29)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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This unit focuses on economics and how innovation and technology influence the way the economy changes. Learners will explore why human and physical capital and natural resources that contribute to trade and production along with the exchange of goods and services. Learners will focus on how technology can change the economy.

## ESSENTIAL QUESTIONS

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- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
- What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed how people live, economies and governments function?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

##### 6.1.5.EconEM.1:

Explain why individuals and businesses specialize and trade.

##### 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.

##### 6.1.5.EconEM.4:

Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

**6.1.5.EconEM.5:**

Explain why individuals and societies trade, how trade functions, and the role of trade.

**6.1.5.EconNM.1:**

Explain the ways in which the government pays for the goods and services it provides.

**6.1.5.EconNM.2:**

Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

**6.1.5.EconNM.3:**

Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

**6.1.5.EconNM.4:**

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**6.1.5.EconNM.6:**

Examine the qualities of entrepreneurs in a capitalistic society.

**6.1.5.EconNM.7:**

Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

**6.1.5.EconGE.1:**

Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

**6.1.5.EconGE.4:**

Compare and contrast how the availability of resources affects people across the world differently.

**6.3.5.EconET.1:**

Investigate an economic issue that impacts children and propose a solution.

SOC.6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
SOC.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).
SOC.6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
SOC.6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconNE.6	Examine the qualities of entrepreneurs in a capitalistic society.
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SOC.6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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SOC.6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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PFL.9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
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## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
CS.3-5.8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
TECH.8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
TECH.8.2.5.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

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## **PRE-ASSESSMENTS**

[Unit 3 Pre - Assessment - Economics, Innovation, and Technology](#) Google Form

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## **INSTRUCTIONAL PLAN**

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## MODULE 1

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### Lesson 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We will be learning about how people and businesses have specialized jobs and trades.
<b>Student Learning Strategies</b>	Students will be participating in whole group discussions about why people specialize in jobs or trades.
<b>Success Criteria</b>	I can explain why people have specialized jobs or trades.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity <a href="#">Exit Ticket</a>
<b>Activities and Resources</b>	<b>Read and Discuss</b> Harcourt <i>Social Studies</i> Our Communities Unit 6 Chapter 11 Lesson 1 "Workers and Consumers" page 388 - 392  <b>Activity</b> Become an Entrepreneur - Students working in small groups or as individuals will decide if they are selling goods or providing a service to the people of the community.  <a href="#">Exit Ticket</a>
<b>Suggested Modifications</b>	<b>English Language Learners Native language support:</b>  Native language support: The teacher provides auditory or written content to students in their native language.  Adjusted Speech: The teacher changes speech patterns to

increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student

to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick

access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[EntrepreneurGoodsandServicesBrainstormingSS3E1-1.pdf](#)

[Economy Unit - Lesson 1](#)

SOC.6.1.5.EconEM.1

Explain why individuals and businesses specialize and trade.

## MODULE 2

### Lesson 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning how different resources can be used to produce goods and services.
<b>Student Learning Strategies</b>	Students will participate in whole group discussion to identify resources that are used to produce goods and services.
<b>Success Criteria</b>	I can identify resources that are used to produce goods and services.
<b>Formative Assessment (drives instructional decisions)</b>	Class Discussion Turn and Talk Activity Google Form Exit Ticket Brain POP Jr. Quiz
<b>Activities and Resources</b>	<b>Watch and Discuss</b> <a href="#">Goods and Services Brain POP Jr. Video</a>  <b>Read and Discuss</b> Harcourt <i>Social Studies</i> Our Communities Unit 6 Chapter 11 Lesson 2 "How Business Works" page 394 - 397

### **Activity**

As a whole group, small group, partner, or individual complete the Resources Businesses Use chart. Students can use the book and video to add to their charts

Exit Ticket - [Google Form](#)

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

## **Suggested Modifications**

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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## [Resources Businesses Use](#)

SOC.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).

## MODULE 3

### Lesson 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning how supply and demand can change prices and the availability of goods.
<b>Student Learning Strategies</b>	Students will participate in whole group discussion to describe how supply and demand change and the prices of goods.
<b>Success Criteria</b>	I can describe how supply and demand can change what people can buy. I can describe how supply and demand can change the price of goods people buy.
<b>Formative Assessment (drives instructional decisions)</b>	Class Discussion Turn and Talk <a href="#">Exit Ticket - Google Form</a>
<b>Activities and Resources</b>	<b>Watch and Discuss</b> <a href="#">Supply and Demand BrainPOP video</a>  <b>Read and Discuss</b> Harcourt <i>Social Studies</i> Our Communities Unit 6 Chapter 12 Lesson 2 Free Market Economy page 424 - 425  <b>Activity</b> Students will complete the Supply and Demand sort. They will read about a situation and decide if it is high demand and low supply or low demand and high supply. (attached) BrainPOP Quiz (online resource)
<b>Suggested Modifications</b>	<b>English Language Learners Native language support:</b>  Native language support: The teacher provides auditory or written content to students in their native language.  Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.  Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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[Lesson Supply and Demand Activity.pdf](#)

[Economy Unit Lesson 3](#)

SOC.6.1.5.EconEM.3

Describe how supply and demand influence price and output of products.

## MODULE 4

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### Lesson 4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to compare resources throughout New Jersey for economic opportunity.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to compare resources throughout regions in New Jersey.
<b>Success Criteria</b>	I can compare resources throughout New Jersey to see what how the region makes money.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	<b>Read and Discuss</b>

On Epic Books [New Jersey](#) Read "Industry" pages 38 - 39

Read [Exploring the States: New Jersey](#) "Working" pages 18 - 19

[National Geographic Kids - New Jersey](#) more information about New Jersey's regions

### **Activity**

Complete New Jersey's Resources activity (attached)

[Exit Ticket](#)

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[New Jersey's Resources.pdf](#)

SOC.6.1.5.EconEM.4

Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

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## MODULE 5

### Lesson 5

**Student Learning Intentions (SLI) WALT:**

We are learning about the importance of trade to an economy.

<b>(We are learning to...)</b>	
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to explain why trade is important.
<b>Success Criteria</b>	I can explain why trade is important to a country.
<b>Formative Assessment (drives instructional decisions)</b>	<p>Turn and Talk</p> <p>Class Discussion</p> <p>Activity</p> <p>Exit Ticket</p>
<b>Activities and Resources</b>	<p><b>Read and Discuss</b></p> <p>Harcourt <i>Social Studies</i> Our Communities Unit 6 Chapter 11 Lesson 3 "Trading with the World" pages 400 - 403</p> <p>EpicBooks <a href="#">Money and Trade in Our World</a> and <a href="#">What is Trade?</a></p> <p><b>Activity</b></p> <p>Students will look around the classroom or home for products and where they were made. They will draw or list them. Share what the students notice about the products.</p> <p><a href="#">Exit Ticket</a></p>
<b>Suggested Modifications</b>	<p><b>English Language Learners Native language support:</b></p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p>

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other

students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Economy Unit - Lesson 5](#)

[Economy Unit - Lesson 5](#)

SOC.6.1.5.EconEM.5

Explain why individuals and societies trade, how trade functions, and the role of trade.

## MODULE 6

### Lesson 6

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to explain how the government can pay for the goods and services it provides.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to explain how the government pays for goods and services.
<b>Success Criteria</b>	I can explain how the government pays for goods and services.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	<b>Read and Discuss</b> Read <i>What are Goods and Services?</i> on Epic, "Public or Private" pages 16 - 19  <b>Activity</b> Students will sort goods and services based if they are provided by the citizen or the

government.

[Google Slide](#)

[Exit Ticket](#)

## Suggested Modifications

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Extra time: The teacher provides students with special

needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be

challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

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**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Economy Unit - Lesson 6 Government Goods and Services F & S](#)

[Economy Unit - Lesson 6](#)

SOC.6.1.5.EconNE.1

Explain the ways in which the government pays for the goods and services it provides.

**MODULE 7**

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Lesson 7

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to use data to explain how New Jersey resources impact how the state makes money.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions about using data to explain New Jersey's resources.
<b>Success Criteria</b>	I can use data to explain New Jersey's resources.
<b>Formative Assessment (drives instructional</b>	Turn and Talk

<p><b>decisions)</b></p>	<p>Class Discussion Activity</p>
<p><b>Activities and Resources</b></p>	<p>Review the <a href="#">Google Slides</a> and Discuss</p> <p>Discuss the data in the chart, what does the class notice about the charts</p> <p><b>Activity</b> Students can explore the different maps and data tables in Google Slides. They should create two or more questions they could ask someone about the data.</p>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners Native language support:</b></p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students</p> <p><b>Special Education Students:</b></p> <p>Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.</p> <p>Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.</p> <p>Extra time: The teacher provides students with special needs extra time to complete</p>

work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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## Economy Unit - Lesson 7 Data about New Jersey

SOC.6.1.5.EconNE.2

Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

### **MODULE 8**

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#### Lesson 8

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to describe how the development of different transportation systems impacted New Jersey and the United States.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to describe how transportation systems impact New Jersey and the United States.
<b>Success Criteria</b>	I can describe how transportation systems impacted New Jersey. I can describe how transportation systems impacted the United States.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	Read and Discuss <a href="#">New Jersey</a> on EpicBooks - "Transportation" pages 34 - 35  Watch and Discuss <a href="#">Transportation BrainPOP Movie</a>  Activity Complete the Transportation through Time Activity, students should think about examples given in the reading and video and how it is helpful to New Jersey and the United States.

## [Exit Ticket](#)

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Oral Reading: The teacher will read work orally to students

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### **Gifted & Talented Strategies**

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## **Students at Risk of School Failure**

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read instead of reading it him/herself.

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[Economy Unit Lesson 8 Transportation.pdf](#)

[Economy Unit - Lesson 8](#)

SOC.6.1.5.EconNE.3

Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

## MODULE 9

### Lesson 9

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to explain how creativity and innovation led to scientific achievements and inventions.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to explain how creativity and innovation lead to new inventions.
<b>Success Criteria</b>	I can explain an invention that happened in the past.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket

## Activities and Resources

### Read and Discuss

Harcourt *Social Studies* Our Communities Unit 6  
Chapter 11 Lesson 4 "New Inventions"

### Watch and Discuss

[Alexander Graham Bell - BrainPOP](#)

[Thomas Edison - BrainPOP](#)

[George Washington Carver](#)

### Activity

Using BrainPOP and [Epic Books](#), students will choose an invention that is important to them to research. While researching, they will fill out the graphic organizer.

[Exit Ticket](#)

## Suggested Modifications

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[Economy Unit - Lesson 9](#)

[Economy Unit - Lesson 9](#)

SOC.6.1.5.EconNE.4

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

## MODULE 10

### Lesson 10

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about the characteristics of an entrepreneur.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions about what characteristics make an entrepreneur.
<b>Success Criteria</b>	I can explain characteristics important to an entrepreneur.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	Read and Discuss Harcourt <i>Social Studies</i> Our Communities Unit 6 Chapter 11 "Madame C.J. Walker" page 393  Watch and Discuss <a href="#">Madame CJ Walker</a> Brain POP Video  Activity Students will write about an entrepreneur. You can use Madame CJ Walker or an entrepreneur from the <a href="#">EpicBook collection</a> . They will be researching why they are important and what character traits make them a successful entrepreneur.  <a href="#">Exit Ticket</a>
<b>Suggested Modifications</b>	English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

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**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be.

Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Economy Unit - Lesson 10](#)

[Economy Unit - Lesson 10](#)

SOC.6.1.5.EconNE.6

Examine the qualities of entrepreneurs in a capitalistic society.

## MODULE 11

### Lesson 11

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to describe the role and relationships between households, businesses, laborers, and governments.
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to explain the roles and relationships between households, businesses, laborers, and governments.
<b>Success Criteria</b>	I can explain the roles and relationships between households, businesses, laborers, and governments.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity
<b>Activities and Resources</b>	Read and Discuss

Read [What are Goods and Services?](#) on Epic Books

### Activity

#### Economic Flow Activity

1. Pick three volunteers
  - a. Give one sign to each (individual, business, or government)
  - b. Give some fake money to each student. I usually give each student the same amount of money (from a board game or printed and cut out).
2. Read the first economic flow example to the class but let the students figure out how the money changes hands.
3. Pick new volunteers for each of the other examples and possibly let a student read the examples.
4. If they understand, allow them to create their own examples.

### Suggested Modifications

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**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Economy Unit - Lesson 11](#)

[Economy Unit - Lesson 11 SIGNS](#)

SOC.6.1.5.EconNE.7

Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

## MODULE 12

### Lesson 12

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning how communication systems led to increasing collaboration and the spread of ideas
<b>Student Learning Strategies</b>	Students will participate in whole group discussions to explain how to communication systems increase collaboration and the spread of ideas.
<b>Success Criteria</b>	I can explain how communication systems helped increase collaboration and the spreading of ideas.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	Read and Discuss Read <a href="#">Communication Technologies: From Smoke Signals to Smartphones</a> on Epic Books  Activity Students will review the different types of communication technology from the text. They will decide what communication technology is no longer used to communicate and what technology is still being used. They will also explain how communication technology we are using today to spread ideas and collaborate with.  <a href="#">Exit Ticket</a>
<b>Suggested Modifications</b>	English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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### **Gifted & Talented Strategies**

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### **Students at Risk of School Failure**

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be.

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## [Economy Unit - Lesson 12](#)

## [Economy Unit - Lesson 12](#)

SOC.6.1.5.EconGE.1

Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

## **MODULE 13**

### Lesson 13

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning how the availability of resources can affect people around the world.
<b>Student Learning Strategies</b>	Students will participate in whole-group discussions about the scarcity of resources.
<b>Success Criteria</b>	I can explain how scarcity of resources can affect people around the world.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and Talk Class Discussion Activity Exit Ticket
<b>Activities and Resources</b>	Read and Discuss <a href="#">Read What is Scarcity of Resources?</a> on Epic Books

"Running Out" pages 14 - 15

Read the Scarcity passage and answer the questions

#### Activity

Students will complete the Scarcity Cause and Effect and True or False activity.

[Exit Ticket](#)

### Suggested Modifications

#### **English Language Learners Native language support:**

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[Scarcity True or False.pdf](#)

[Scarcity Cause and Effect.pdf](#)

[Scarcity.pdf](#)

[Economy Unit - Lesson 13](#)

SOC.6.1.5.EconGE.4

Compare and contrast how the availability of resources affects people across the world differently.

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## MODULE 14

Lesson 14

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

We are learning how an economic issue can affect children.

<p><b>Student Learning Strategies</b></p>	<p>Students will participate in whole group discussions about an economic issue affecting children and give possible solutions.</p>
<p><b>Success Criteria</b></p>	<p>I can learn about an economic issue affecting children and suggest a solution.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Turn and Talk Class Discussion Activity</p>
<p><b>Activities and Resources</b></p>	<p>Watch and Discuss <a href="#">Climate Change</a> BrainPOP video</p> <p>Activity Use the Related Reading resources on Brain POP. Have students read one of the following articles: “Eating and Drinking” or “The Modern World.” Partner them with someone who read a different article to share what they learned with each other. Have the partners work together to decide what the problem is in the passage. They should decide how kids can help solve the problems.</p>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners Native language support:</b></p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of</p>

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**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Related Reading - Climate Change - BrainPOP.pdf](#)

[Economy Unit - Lesson 14](#)

SOC.6.3.5.EconET.1

Investigate an economic issue that impacts children and propose a solution.

## **REFLECTIONS**

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## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.RI.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.