Unit 4: Economics, Innovation, and Technology

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students will ...

*SEE UNIT RESOURCES (below) FOR SKILLS COVERED IN WONDERS

Transfer

- apply various comprehension strategies to connect and make meaning with text
- cite text evidence from the text to support meaning
- transfer vocabulary acquisition usage across content
- use text features (maps, diagrams, headings, tabels, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- distinguish between needs and wants
- explain how people earn and spend money
- recognize the importance of producers and consumers
- tell how inventions thoughout history have changed the way people live

Essential Questions

Students will keep considering...

- Why is it important to make good financial decisions?
- What inventions to you use daily?

Application of Knowledge and Skill

Students will know...

Students will know...

- what it means to need something
- what it means to want something
- describe the relationship between producers and consumers
- how we get products from places (ie. farm to table)
- explain why money is important and how it is acquired
- that inventions are created based on a need
- inventions change the way people live
- inventions progress throughout time

Students will be skilled at...

Students will be skilled at...

- determining the difference between a need and a wants
- understand the role of producers and consumers in the economy
- explain the importance of money in individuals' lives
- explaining how inventions affect individuals' lives

Academic Vocabulary

Needs

Wants

Money

Inventions

Inventor

Learning Goal

- determining the difference between a need and a want

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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Target 1

SWBAT:

- compare needs and wants

Learning Goal

- understand the role of producers and consumers in the economy

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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
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.
TECH.8.1.2.A.CS1	Understand and use technology systems.

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Targets 2

SWBAT:

- sequence the events from producer to consumer (i.e farm to store to house)

Learning Goal

- explain the importance of money in individuals' lives

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.10	Explain the role of money, savings, debt, and investment in individuals' lives.
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.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Targets 3

SWBAT:

- explain how money is acquired
- explain why money is important

Learning Goal

- explaining how inventions affect individuals' lives

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.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
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.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Targets 4

SWBAT:

- explain how different inventions changed the way people live
- recognize the importance of different inventions

Summative Assessment

Assessments given through Wonders and include ELA standards as well.

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Proficiency Scale

21st Century Life and Careers

0x	WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
0x	WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
0x	WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
0x	WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
0x	WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

Formative Assessment and Performance Opportunities

- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

Accommodations and Modifications

Online Resources:

Text to Speech: Natural Readers - https://www.naturalreaders.com/

Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/

Cross-curricular extension activities, such as but not limited to, creating & illustrating an invention to make life easier and/or fun utilizing the STEM process

Cross-curricular extension activities, such as but not limited to, designing a file folder board game for unit vocabulary words

Student generated projects, such as but not limited to, creating a Farm to Factory product to sell (using a

simple flow chart); designing a poster advertisement

Student generated projects, such as but not limited to, making a foldable project for needs and wants

refer to individual student IEP, 504, Access plans

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Using Graphic Organizers with ELLs"

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

Unit Resources

- Print Resources:
- Digital Resources: Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response System
- UMBC History Labs - http://www.umbc.edu/che/historylabs/

Interdisciplinary Connections

Wonders Units: U5W3, U3W3, U3W4, U4W5, U6W4, U6W5, U1W1

Literature Connections:

"Betty Bunny Wants Everything" SW listen to read aloud and explain the difference between a Need and a Want. SW use the items discussed from the story to organize a list of Needs and Wants (literacy and writing)

"You Can't Buy A Dinosaur With A Dime" SW listen to the read aloud and use a paper piggy bank and pennies to model Earning and Spending during story (literacy and math)

"An Orange In January" SW learn about the economic concepts of Producers and Consumbers while sequencing story events. SW write a recipe card for making orange juice posicles (literacy and writing)

MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.