

# Unit 4: Economics, Innovation & Technology

Content Area: **Social Studies**  
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**  
Time Period: **Week**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will ...

- recognize the importance of an innovative world community
- explain how inventions impact life and the world around them

SEE UNIT RESOURCES (below) FOR SKILLS COVERED IN WONDERS

## Transfer

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Students will be able to understand how an economic system influences the world.

## Meaning

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## Understandings

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Students will demonstrate the following understandings:

- how innovations have changed science and technology during different historical periods

## Essential Questions

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Students will keep considering...

- Why is being innovative important for the world community?
- What inventions do you feel have made a major impact on your life?

- How has innovation changed science and technology during different historical periods?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- innovation has played an important role throughout history
- advancement in technology has helped move from an agricultural society to an industrial society to an information age
- improvement in informational systems have increased communication systems worldwide

### **Students will be skilled at...**

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Students will be skilled at...

- stating different innovations and discoveries that have improved life
- describing how technological improvements have changed the basic economic system of a community (agricultural to industrial to informational)
- describing how improvements in communication have increased collaboration around the world

## **Academic Vocabulary**

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innovation

inventions

scientific achievement

cultures

technology

agriculture

agricultural society

industry

industrial society

information age

communication systems

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## Learning Goal 1

SWBAT ...

- state why innovations in science and technology have changed economic systems around the world

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## Targets

SWBAT:

- state different innovations that have changed cultures throughout history
  - describe how society has changed from an agricultural society to an industrial society to an information age
  - describe how improvements in communication have increased collaboration around the worlds
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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.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.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they

relate to the individual, global society, and the environment.

## **Summative Assessment**

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Two Summative assessments via Linkit!

1. Grade 2 Social Studies Common Assessment #1 (First half of the year)
2. Grade 2 Social Studies Common Assessment #2 (Second half of the year)

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**

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## **Formative Assessment and Performance Opportunities**

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- 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**

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Identify key vocabulary and academic vocabulary

Use visuals and manipulatives when possible

Having a visual reference for new words is particularly helpful for ELLs.

Text previews.

Leveled resources as per Newsela and Freckle.com.

*\*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"

- \*build bridge via Science
- \*build levee to prevent landslide via Science
- additional practice/remediation
- create invention and state need for it
- Cross-curricular extension activities
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- pick one type of communication and address how it changed society
- student generated research projects

## **Unit Resources**

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- 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 Chromebooks; Student Response Systems

## **Interdisciplinary Connections**

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### **TCI Science**

Unit 3 Lesson 7 Section 4 Solving Problems Caused by Wind and Water

Unit 2 Lesson 6 Section 2 Heating and Cooling

Unit 2 Lesson 3 Section 2 Materials For Cleaning Up Spills

Unit 2 Lesson 3 Section 4 New Ways to Use Materials

STEM projects such as bridging towers, bridges, etc.

## **BrainPopJR videos**

TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.2.B.CS1	The cultural, social, economic and political effects of technology.