Grade 3 - Unit 4: Economics, Innovation, and Technology

Content Area: **Social Studies**
Course(s):   **Social Studies 3**
Time Period: **Week**
Length: **2 Weeks**
Status: **Published**

Unit Overview

In this unit, students will...

understand how inventions and innovations have impacted worldwide throughout history

SEE UNIT RESOURCES (below) FOR TOPICS 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:

- science and technology inventions have life changing affects on an individual

- science and technology inventions have made the world a smaller place

Essential Questions

Students will keep considering...

What inventions have impacted daily life and worldwide systems?

What role do inventions play in daily life and worldwide systems?

Application of Knowledge and Skill

Students will know...

Students will know...

- creativity and innovation fueled the development of scientific inventions worldwide throughout history
- current inventions and advancements are changing employment
- improvements in communication has made collaboration around the world easier

Students will be skilled at...

Students will be skilled at...

- explaining how creativity has assisted in inventions and advancements in our society
- explaining how improved communication systems have increased collaboration throughout the United States and the world

Academic Vocabulary

innovation

inventions

techonolgy

interconnected

information age

communication

collaboration

Learning Goal 1

SWBAT:

- explain how creativity and innovation resulted in scientific achievement and inventions

Target 1

- investigate how problem solving leads to new inventions
- recognize the steps in the engineering process

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.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.C.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
TECH.8.1.5	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.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.2.5	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.

Learning Goal 2

SWBAT:

- explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world

Target 2

- recognize that changes in technology allow for communication in an interconnected world
- identify the changes in communication over time

SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
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.
SOC.6.1.4.C.CS8	Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
TECH.8.1.5	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.
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Summative Assessment

Common Summative Assessments via Linkit!

1. Grade 3 Social Studies Common Assessment #1 (First half of the year)

2. Grade 3 Social Studies Common Assessment #2 (Second half of the year)

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Proficiency Scale

Formative Assessment and Performance Opportunities

- academic games

- 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

Famous Inventor Assignment

- Modifications- selected students receive additional support and reinforcement by performing writing checks, and helping with their outlines
- Small group reinforcement of content- famous inventors

cross-curricular extension activities

inventor bingo
use Google slides to create a timeline of inventions (telegraph to email; cellphones; typewriters to computers; horses to planes..)
provide a solution to a given problem using an invention

https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations

*Please refer to teacher's individual lesson plan for accommodations per student's 504, IEP and Access Plan

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

WONDERS UNITS:

- Unit 1 Week 4
- Unit 2 Week 5
- Unit 3 Week 4
- Unit 3 Week 5
- Unit 4 Week 4
- Unit 5 Week 5
- Unit 5 Week 6

- 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 Systems

Interdisciplinary Connections

WONDERS UNITS:

- Unit 1 Week 4
- Unit 2 Week 5
- Unit 3 Week 4
- Unit 3 Week 5
- Unit 4 Week 4
- Unit 5 Week 5
- Unit 5 Week 6

LA.RL.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.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	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.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.2.5	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.