

# Unit 5: Inventions

Content Area: **Social Studies**  
Course(s): **Futurology**  
Time Period: **1 marking period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Students will be able to create an invention that will impact our society and revolutionize a area of our lives

## Transfer

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Students will be able to identify a flaw/need in our lives and create and invention that addresses that area

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- The best inventions are ones that solve simple issues
- Good inventions are not always sophisticated

- Inventions are created to make our lives easier
- We are a society that demands change and forward thinking inventions are a result of this

### **Essential Questions**

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Students will keep considering...

- Why our society is reliant on inventions and changes
- Why inventions impact other inventions

### **Application of Knowledge and Skill**

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

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Students will know...

- the effects of different inventions on our society
- reasons for why inventions are made
- how to establish relevant ideas for possible future inventions

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

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Students will be skilled at...

- creating inventions that could impact our society
- recognizing positives and negatives to creating an invention
- comparing and contrasting past inventions success to help create future inventions that will be successful
- evaluating the impact of the new inventions

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### **Academic Vocabulary**

Innovation, Ground Breaking, Impact Analysis, Pre-Planning, Sales Pitch, Business Plan, Marketing Scheme, Rational

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### **Target 2**

Determine the importance of new innovations occurring

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LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

WORK.9-12.9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

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### **Target 1**

Determine how your invention will impact the world

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SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

### **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the teachers teaching this course during a common planning time.

### **21st Century Life and Careers**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

### **Formative Assessment and Performance Opportunities**

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Do Nows

Teacher observation

Q and A

Cooperative learning opportunities

Guided notes

Project

### **Accommodations/Modifications**

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Enrichment opportunities: extra credit for those who choose to do outside the classroom work

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers

- Chunked Readings

- RAFT Activities (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments

- Academic Games to practice skills and deepen understanding of topics

- Think-Pair-Share Activities

- Stations and Learning Centers

- Utilizing Pre-tests to reteach complex content before summative assessment

- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable

- Online Practice Game

- Graphic Organizer

- Perspectives Journal Writing

- Timelines

- Debate

- Play Re-Enactment and Song Analysis

- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

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

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

## **Unit Resources**

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Internet

Power Points

Supplemental text/teacher resources

Videos

Student notebook/journal

## **Interdisciplinary Connections**

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