

# Grade 3 Unit 2: Economics, Innovations, and Technology

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 3**  
Time Period: **MP2**  
Length: **45 days**  
Status: **Published**

## NJSLS - Social Studies

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SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.

## Rationale & Transfer Goals

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This unit is very beneficial to students because it can be applied to their real lives. Students will have hands-on experiences throughout the unit to master the concepts of money and how businesses work. Students will also be able to relate to the various advances in technology and how that has influenced their real life. This will allow for more mastery because the interest level will be high. This unit will begin their understanding of economics, buying, spending, and businesses which is essential to them as a 21st century citizen. They need these understandings to be able to function as an adult and this unit sets the ground foundation for this. These skills will be seen in their daily lives when earning and spending money in the future.

## **Enduring Understandings**

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- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

## **Essential Questions**

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- How and why do communities change?
- How do innovations affect the way people live?
- How do producers and consumers depend on each other and resources?
- How can we save and spend money wisely?

## **Important Vocabulary**

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### **Communities Change**

century: a 100-year period

harbor: a sheltered body of water where boats can anchor

decade: ten years

grid patterns: a pattern that forms squares when viewed from above

hub: center of activity

steamboat: a boat that is powered by a steam engine, not sails

skyscraper: a very tall building

transportation: ways of moving people and things from place to place

canal: a human-made waterway dug through the land

company town: a town built by a company to house its workers

industry: a group of businesses that make the same product or provide the same services

entrepreneur: a person who starts and runs a business

technology: new inventions that people use in everyday life

continuity: the quality of not changing

### **Amazing Inventions**

technology: the use of scientific knowledge or tools to make or do something

patent: an official recognition that an idea is new

filament: a thin wire in a light bulb that glows when electricity passes through it

internal combustion engine: an engine which burns, or combust, fuel inside of it

assembly line: a process to make a product in which each worker does one or two jobs

interchangeable parts: identical pieces that are capable of being used in place of each other

mass production: a system of producing large amounts of goods at one time

diaphragm: a thin metal plate used to help produce sound or make sounds louder

pixel: any one of the really small dots that together form the picture on a television screen, computer, monitor, etc

diode: an electrical device that allows an electrical current to flow in one direction only

silicon: a substance found in sand used especially in computers and electronics

propellant: fuel such as gasoline, or liquid hydrogen, plus oxygen

### **Producers and Consumers**

producers: someone who makes and sells a product or service

service: work that someone does for someone else

natural resource: materials that are found naturally on Earth, such as soil, wood, and air

entrepreneur: someone who starts and runs a business

free market: an economy in which prices are based on supply and demand

competition: the contest between businesses to sell the most goods or services

demand: the willingness of consumers to buy goods or services

supply: the amount of goods or services that a business provides

consumer: someone who buys a product or service

capital resource: a tool, machine, or building that a business uses

human resource: the workers who produce goods and services

self-sufficient: able to provide for oneself without the help of others, independent

interdependent: relying on each other

import: a product brought in from other countries

export: a product sent to other countries

## **Saving and Spending**

barter: to trade without using money

currency: money used in a specific country or group of countries

service: work that someone does for someone else

income: money paid to a worker for the work he or she does

savings: the money that people keep and do not spend

invest: to buy something that will grow in value

bank: a business that keeps money safe

deposit: to put into a bank account

interest: the money a bank pays people for keeping their money there

budget: a plan for spending and saving money

trade-off: the giving up of one thing in return for something else

opportunity cost: what someone gives up to get what he or she want

human capital: skills and abilities someone learns that can help the person earn more money

## **Content - What students will know**

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- New innovations and technology changed communities and how people lived in those communities
- Advances in transportation allowed people to live in more places and for the nation to expand
- Communities reflect the culture of the people living there
- There are various factors that are dependent upon one another in our economy - consumers, producers, supply, demand, export, import
- Money has evolved through the years
- Money needs to be managed after being earned

## **Skills - What students will be able to do**

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- Discuss how communities have changed over time
- Identify ways new inventions have changed people's lives
- Define and give examples of producers and consumers
- Define and discuss supply and demand and how they work together to determine prices
- Distinguish the difference between natural, human, and capital resources
- Identify self-sufficient communities of the past
- Discuss how people make money and the various facts that need to be considered to decide how to appropriately spend, save, or invest money

## **Instructional Activities - How we teach content and skills**

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The following S.S. magazines will be used as a guide to teaching these standards:

- Communities Change
- Amazing Inventions
- Producers and Consumers
- Saving and Spending

This [document](#) has a list of suggested resources and activities for each magazine.

### **Evidence/Assessment - How we know students have learned**

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- Teacher observation of oral discussions
- Successful completion of performance tasks
- Magazine assessments
- Use of vocabulary learned throughout the unit
- Completion of exit tickets and classwork assignments
- [Assessments](#)

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
<ol style="list-style-type: none"><li>1. Students will understand that changes in resources will influence growth in a community.</li><li>2. Producers and consumers are interdependent on one another.</li></ol>	<ol style="list-style-type: none"><li>1. Students will have to recall what they have already learned about US geography, what a resource is and why people settle in particular areas.</li><li>2. Students learned how people</li></ol>	Students will use what they have learned and their new knowledge to answer - How do changes in resources influence growth in a community?

### **Key Resources**

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The following S.S. magazines will be used as a guide to teaching these standards:

- Communities Change
- Amazing Inventions
- Producers and Consumers

- Saving and Spending

Each magazine has online resources that can be printed from the digital teacher’s manual. The resources are located and directly linked on the table of contents page for each magazine. These resources include an anticipatory set to test student’s prior knowledge on the topic, a reading skills sheet to foster interdisciplinary connections, various social studies skills pages (ex. maps and globes), vocabulary activities, magazine assessments, and performance tasks that correlate with skills developed in the unit.

## **21st Century Life & Careers**

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WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## **Interdisciplinary Connections**

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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.
MA.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.

## **Intersections of History**

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**Black:** Throughout the unit students will be introduced to Black Americans who have impacted technology through their inventions and developments. It also allows students of color to see themselves in an economic world and how it can apply to their financial future by seeing representation throughout the unit.

**Hispanic:** This unit encourages students of color to see themselves in an economic world and how it can apply to their financial future by seeing representation throughout the unit. It also introduces them to concepts that may not be as familiar to them, such as economics of the United States, if they are immigrants to the country.

**Women:** This unit shows women in the business world contributing to the field of economics. It allows students to see themselves in the advancing world of technology and economics.

**LGBTQ:** This unit shows great diversity in the field of economics and diversity which allows students to see themselves in the field of advancing technology and business.