Unit 3 - Economics, Innovations, and Technology

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students will continue to learn basic economic principles including choice, spending/savings, and cost-benefit analysis.

Enduring Understandings

Understanding how money is earned and spent is a key part to being able to manage money responsibly.

Essential Questions

What is credit?
Why do we use credit?
Why is creating a budget important?
What are some ways to save money?
Why is it important to save money?

Learning Objectives

Define credit, debit, and investing.
Identify types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
Explain how the decisions we make impact our spending habits.
Identify positive and negative incentives that influence the decisions people make.
Create a personal budget in a spreadsheet.
Career Exploration – Students will examine careers in banking.

Standards: Content

6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the

	individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Standards: Interdisciplinary

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
W.IW.4.2.E	Provide a conclusion related to the information or explanation presented.
W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas

	and expressing their own clearly.
SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time & Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors

Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy	X	Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy	X	Digital Citizenship	X	Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		