Unit 3 - Economics, Innovations, and Technology

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

Unit Overview

The goal of this unit is to provide students with a basic understanding of the economy within the community they live in. As students explore the goods and services which local and state governments produce, they'll also learn about volunteers in their community such as firefighters and EMS. Additionally, students will begin to learn the fundamentals of the economy in terms of money/currency, saving, and spending.

Enduring Understandings

Individuals in our society make choices as to how to spend their money. Making smart choices is important to our financial future. Our government plays an important role in keeping our community safe.

Essential Questions

What does it mean to volunteer? Why does our community need them?
What are examples of the goods and services our government provides?
What are some of the different jobs within our school community and greater Totowa community?
What are some skills we need to have these jobs?
What is money?
What is the difference between a need and a want?
Why is it important to save money? When should we spend our money?

Learning Objectives

Define taxes, and explain why our government collects them.
Give examples of jobs and services that the government provides.
Explain how taxes help pay for those services.
Explain how and why citizens come together during a crisis.
Discuss how volunteers help in a crisis.
Explain the importance of rights and responsibilities.
Identify the values of different coins and a dollar bill.
Explain the differences between goods and services.
Describe choices that buyers make.
Compare and contrast wants and needs.
Explain how people earn money.

Explain why people in one country trade goods and services with people in other countries.
Waste Not, Want Not (Climate Change)
Everyone's a Helper | Learning for Justice (Diversity, Equity & Inclusion)
Coins and the US Mint Article-A-Day (Diversity, Equity & Inclusion)

Standards: Content

6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.2	Cite examples of choices people make when resources are scarce.
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
6.1.2.EconGE.1	Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
6.1.2.EconGE.2	Explain why people in one country trade goods and services with people in other countries.

Standards: Interdisciplinary

RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text

	while drawing on a wide reading of a range of text types.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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, Project Based Learning
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.
Waste Not, Want Not (Climate Change)
Everyone's a Helper | Learning for Justice (Diversity, Equity & Inclusion)
What's for Sale? | Learning for Justice
Coins and the US Mint Article-A-Day (Diversity, Equity & Inclusion)

Instructional Resource List

Curricular Mandates

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

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

21st Century Skills & Themes

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